

COLLEGE OF ARTS AND SCIENCES

PROGRAM OF STUDY

Introduction

The College of Arts and Sciences—composed of departments in the humanities and the arts, the basic sciences, mathematics and computer science, and the social sciences and history—is a community of about 4,100 undergraduates and 600 faculty members. The college values intellectual breadth and rigor, individual choice and responsibility, imaginative courses of study, and development of critical thinking and writing. The college is also a graduate school and research center attracting faculty whose research and scholarly and creative work require first-rate academic facilities and who bring to all their students the profound questioning and the current ideas of contemporary scholarship. Finally, the college exists within a university of several other colleges and of about 19,000 students and 1,500 faculty members. This wider community provides depth and diversity of applied and professional studies beyond what one undergraduate college alone can offer. Students may draw upon the knowledge and facilities of the other undergraduate colleges at Cornell to supplement their studies. Abundant variety and outstanding quality in many fields, including interdisciplinary fields, give the college and the university its distinctive character.

The richness of the college's curriculum is extraordinary; there is no course that all students must take, and there are nearly 2,000 from which they may choose. By choosing courses each semester, students design their own education. They strike a balance between developing known interests and exploring new subjects. They sharpen their verbal and quantitative skills. They also come to understand more thoroughly the Western tradition and learn something about the non-Western world and its peoples. An education in the liberal arts and sciences means honing one's critical capacities, learning about oneself in nature and culture, and gaining real experience with views of the world radically unlike one's own. All this is highly individual, and the college relies on each student and faculty adviser to design a sensible, challenging, and appropriate course of study.

Yet the faculty believes that each student's education should have certain common qualities. These include familiarity with several different ways of knowing that are reflected in clusters of disciplines in the natural sciences, the social sciences, and the humanities and the arts. In addition to these general areas of knowledge, students study foreign languages, acquire effective writing and quantitative skills, and concentrate on one particular field to develop the powers of imaginative and critical thinking as fully as possible. To accomplish these objectives, the college has certain requirements for graduation.

The College of Arts and Sciences awards one undergraduate degree, the Bachelor of Arts degree

Summary of Requirements

- 1) First-Year Writing Seminars: two courses. (See John S. Knight Institute for Writing in the Disciplines p. 563.)
- 2) Foreign language: proficiency in one language or qualification in two; zero to four courses, depending on background.
- 3) Distribution: nine courses, three of which are satisfied with a major in humanities or social sciences and four of which are satisfied with a major in sciences.
- 4) Breadth: two courses (may be among courses for distribution, major, or electives).
- 5) Major.
- 6) Electives: four or five courses (at least 15 credits) not used to fulfill other requirements and not in the major field.
- 7) Residence: eight full-time semesters, unless a student can successfully complete all other requirements in fewer than eight semesters and meet the additional criteria to accelerate graduation. (See below under "Acceleration.")
- 8) 34 courses: a three- or four-credit course counts as one course. A two-credit course counts as half a course; a one-credit course does not normally count toward the requirement; a six-credit language course counts as one and one-half courses. (See below under "Courses and Credits" for some one-credit courses in music, dance, and theatre performance that can be cumulated to count as one-half course and for counting other five and six credit courses.)
- 9) Credits: a total of 120 academic credits, of which 100 must be taken in the College of Arts and Sciences. (Note "Non-credit courses below.")
- 10) Physical education: completion of the university requirement (passing a swim test and two one-credit non-academic courses). Please note that physical education credit does not count toward graduation or toward the 12-credit minimum required for good academic standing each semester.
- 11) Application to graduate. (See below under "Graduation.")

Explanation of Requirements

Foreign Language Requirement

The faculty considers competence in a foreign language essential for an educated person. Studying language other than one's own helps students understand the problematics of language, our fundamental intellectual tool, and more fully opens another culture for exploration. The sooner a student acquires competence, the more useful it will be.

Hence, work toward the foreign language requirement should be undertaken in the first two years. Courses in foreign languages and/or literature are taught in the College of Arts and Sciences by the following departments: Africana Studies and Research Center, Asian Studies, Classics, German Studies, Linguistics, Near Eastern Studies, Romance Studies, and Russian Literature.

The language requirement may be satisfied in one of two ways:

- 1) by attaining *proficiency* (competence at the intermediate level) in one language **or**
- 2) by attaining *qualification* (mastery of an introductory sequence) in two languages.

Proficiency

Proficiency may be attained in languages by passing an intermediate (usually 200-level) Cornell course (or Chinese or Japanese 161). Introductory courses in some less commonly taught languages are taught at the 200-level or above; (for example, Ancient Egyptian and Welsh); these do not confer proficiency. Proficiency can also be earned by examination. A score of 4 or 5 on an AP *literature* exam in French, Italian, or Spanish earns proficiency and three credits. A score of 4 or 5 on the AP exam in German earns proficiency and three credits. Students with those scores should also take the Cornell Advanced Standing Examination (CASE), given during orientation week, to see if they can earn three additional credits. A score of 4 or 5 on an AP *language* exam earns three credits but *does not* carry with it proficiency. However, a student who received a score of 4 or 5 on an AP language exam can earn proficiency and an additional three credits by scoring high enough on the CASE. Students with appropriate scores on Cornell Language Placement tests or SAT II examinations are also eligible to take the CASE (see chart below). Native speakers and writers of a language other than English may earn proficiency and six credits by taking the CASE or an individual exam (if no CASE is available).

Qualification

Qualification may be attained in any of the following ways:

- 1) Three years of high school study in any one language gives qualification in that language. No demonstration of competence is necessary. Note, however, that this route to qualification does not guarantee entrance into an intermediate level course. Students who want to continue studying the language must be placed in the appropriate course through an examination. Being placed below the intermediate level does not cancel the qualification.
 - 2) Passing the requisite Cornell course, the last course of the introductory sequence.
- Note: Except in the case of Sanskrit, completion of language sequences 131–132 does not constitute qualification.

- 3) Achieving the requisite score (see chart) on the SAT II taken in high school or a score of 56 or higher on the appropriate Cornell LP (Language Placement) test.

Students may earn a score of 56 on the placement test at the end of a course numbered 122 (second semester of the introductory sequence) and consequently attain *qualification* without taking 123, the third semester of the introductory sequence.

- 4) By departmental or (when no placement test is available) individual examination at Cornell (if a qualified examiner is here).

Placement in Language Courses and Advanced Placement Credit

Placement into language courses and advanced placement credit are separate results of examinations.

Placement

Entering students who have had two or more years of high school study in a language, who have been awarded credit for language work at another college or university, or who are native speakers, bilingual, or have spoken the language at home, may enroll in a course in the same language only after being placed by examination. The placement exam may have been taken in high school (SAT II, taken after the last course, or AP, if the score was 4 or 5) or at Cornell (LP test). Students may, but need not, retake a language test if a year or more has passed since last taking it. Being placed into the first course at an intermediate level course does not earn credit toward the degree. Degree credit is earned only for demonstrated mastery of work equivalent to the first course at an intermediate level at Cornell, and placement into the second intermediate course.

Placement Tests and Advanced Placement Credit

- 1) The following language placement and advanced standing tests are scheduled at the beginning of each semester: Chinese, Japanese, and Korean (schedule available from the Department of Asian Studies, 388 Rockefeller Hall); German (schedule available from the Department of German Studies, 183 Goldwin Smith Hall); French, Italian, and Spanish (schedule available from the Department of Romance Studies, 303 Morrill Hall); and Russian (schedule available from the Department of Russian Literature, 226 Morrill Hall). Please note that the advanced standing examination in French, German, Italian, Russian, and Spanish, is called the CASE (Cornell Advanced Standing Examination). Eligibility for the CASE may be determined from the placement tables below. In Russian only, *all* students seeking placement take the CASE.

Native speakers of Spanish who have completed their secondary education in a Spanish-speaking country do not take the CASE. For these students, the Spanish program offers a walk-in service, the Native Language Accreditation for Spanish, in the third week of September and the first week of February. Students interested in this service should contact Eleanor Dozier in Morrill Hall. Spanish-English bilinguals who do not fit the definition of "native speakers," and whose test scores make them eligible, should take the CASE.

French

Placement Tests	SAT II	Language Courses	Literature Courses
LPF			
below 37	below 410	121	
37-44	410-480	112 or 122	
45-55	490-590	123	
56-64	600-680	206 209 H ADM 266	201
60 and above	640 and above		220, 221, 222
65 and above	690 and above		CASE required for placement in language.
AP 4 or 5 in language, 3 credits			CASE required for placement in language.
AP 4 or 5 in literature, 3 credits and proficiency			CASE required for placement in language.

German

Placement Tests	SAT II	Language Courses	Literature Courses
LPG			
below 37	below 370	121	
37-44	370-450	122	
45-55	460-570	123	
56-64	580-670	200 205	200
65 and above	680 and above		CASE required for placement
AP 4 or 5, 3 credits			CASE required for placement

Italian

Placement Tests	SAT II	Language Courses	Literature Courses
LPI			
below 37	below 370	121	
37-44	370-450	122	
45-55	460-580	123	
56-64	590-680	209	214, 215, 216, or 217
65 and above	690 and above		CASE recommended for placement*
AP 4 or 5 in language, 3 credits			CASE recommended for placement*
AP 4 or 5 in literature, 3 credits and proficiency			CASE recommended for placement*

* Students who have a score of 65 or higher on the LPI, or 690 or higher on the SAT II, or an AP score of 4 or 5 may enroll in Italian 201 or 203 without taking the CASE.

Spanish

Placement Tests	SAT II	Language Courses	Literature Courses
LPS			
below 37	below 370	121	
37-44	370-450	112 122	
45-55	460-580	123	
56-64	590-680	200 209 207	218
65 and above	690 and above		CASE recommended for placement*
AP 4 or 5 in language, 3 credits			CASE recommended for placement*
AP 4 or 5 in literature, 3 credits and proficiency			CASE recommended for placement*

* Students who have a score of 65 or higher on the LPS, or 690 or higher on the SAT II, or an AP score of 4 or 5 may enroll in Spanish 200, 207, or 209 without taking the CASE.

- 2) Arabic: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 3) Greek, ancient and modern: departmental examination, Department of Classics, 120 Goldwin Smith Hall.
- 4) Hebrew: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 5) Latin: departmental examination, Department of Classics, 120 Goldwin Smith Hall.

Substitutions to the Language Requirement

Outright waivers of the requirement are never granted. However, rarely and as appropriate, alternatives to language acquisition are approved. Legitimate requests for substitutions require evidence of inability to learn foreign languages in a classroom setting. Most students provide documentation of learning disabilities relating to foreign language acquisition (e.g., an auditory processing problem) to Student Disability Services, 420 Computing and Communications Center, 255-4545. Other students who may never have been tested for a disability reveal it through repeated and dedicated but vain attempts in formal language courses. A poor grade in a Cornell introductory language course or taking the LP exam repeatedly and unsuccessfully is not adequate evidence.

Students who wish to request a substitution for the normal requirement should meet with Dean Walbridge, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall. If Dean Walbridge determines that the request has merit, the student meets with the Language Substitution Review Committee. This committee makes the final decision for or against a substitution. If a substitution is allowed, the committee works with the student to select substitute courses.

Distribution Requirements

In satisfying the distribution requirements, students become acquainted with a broad range of subject matter and points of view among disciplines in the college and explore areas that may be entirely new to them. Or, to look at it the other way, as first-year students explore subjects that interest them, they satisfy some of the distribution requirements along the way. Consequently, first-year students should take courses to prepare for possible majors and to explore subjects new to them, and take no course only in order to satisfy a distribution requirement. Although, students may complete the requirements over eight semesters, they can take advanced courses in subjects they (perhaps unexpectedly) find intriguing only if they have completed the introductory prerequisites. Consequently, students should not postpone satisfying distribution requirements until the last semesters. Once sure of a major, students should consider which distribution requirements are yet unfilled and how to fulfill them with courses that complement their overall program.

Students must take a total of nine courses of three or more credits each for the distribution requirements: four courses from Groups I and II below, at least two of which are from Group I and at least one of which is from Group II (for example, one chemistry, one physics, one geology, and one mathematics);

five courses from Groups III and IV below, with at least two in each group and two in the same department (for example, one course in sociology, one in history, one in history of art, and two in theater arts). Courses that satisfy distribution requirements are listed and described in their departmental sections. The Roman numeral—I, II, III, or IV indicates which group they satisfy. If there is no numeral at all, the course satisfies no distribution requirement. Courses in the major may be applied to the distribution requirements (unless prohibited by one of the restrictions noted under restrictions on applying AP credit, transfer credit, and Cornell courses to distribution requirements).

I. Physical and Biological Sciences

In fulfilling the four courses in science and quantitative reasoning, students must take at least two science courses. At least one of these must be from the primary list of courses in science departments in the College of Arts and Sciences:

Primary list:

- Anthropology:
 - 275 Human Biology and Evolution
 - 371 Human Paleontology
 - 474 Lab and Field Methods in Human Biology
- Astronomy
- Chemistry
- Computer Science
 - 321 Numerical Methods in Computational Molecular Biology
- Earth and Atmospheric Sciences, *except* 150, 250
- Physics
- Psychology
 - 111 Brain, Mind, and Behavior
 - 322 Hormones and Behavior
 - 324 Biopsychology Laboratory
 - 332 Biopsychology of Learning and Memory
 - 396 Introduction to Sensory Systems
 - 424 Neuroethology
 - 429 Olfaction and Taste: Structure and Function
 - 431 Effects of Aging on Sensory and Perception Systems
 - 492 Sensory Function

Biological Sciences: While there are several single-semester biology courses particularly suitable for distribution, students must note that introductory biology can count for distribution only when completed as a two-semester sequence: 109-110, 105-106, or 101 and 103 plus 102 and 104, or 107-108, or a combination of the first term of one sequence and the second term of another. Students may select additional science courses from the following **supplementary list:**

- Animal Science:
 - 100 Domestic Animal Biology I
 - 150 Domestic Animal Biology II
 - 212 Animal Nutrition
- Anthropology:
 - 101 Introduction to Anthropology
 - 208 The Evolution of Human Mating
 - 390 Primate Behavior and Ecology
- Applied and Engineering Physics:
 - 110 The Laser and its Applications in Science, Technology, and Medicine

- Electrical Engineering:
 - 430 Lasers and Optical Electronics
- Engineering:
 - 110 The Laser and its Applications in Science, Technology, and Medicine
- Entomology:
 - 212 Insect Biology
- Food:
 - 200 Introductory Food Science
- Materials Science and Engineering:
 - 281 The Substance of Civilization
- Natural Resources:
 - 201 Environmental Conservation
 - 210 Introductory Field Biology
 - 301 Forest Ecology
- Nutritional Science:
 - 115 Nutrition and Health
- Psychology:
 - 223 Introduction to Biopsychology
 - 326 Evolution of Human Behavior

II. Quantitative and formal reasoning

In completing four courses in science and quantitative reasoning, students must take at least one of the following courses:

- Biometry:
 - 261 Statistical Methods
- City and Regional Planning:
 - 321 Introduction to Quantitative Methods
- Computer Science:
 - 100 Introduction to Computer Programming
 - 211 Computers and Programming
 - 312 Structure and Interpretation of Computer Programs
 - 486 Applied Logic
- Economics:
 - 319 Introduction to Statistics and Probability
 - 320 Introduction to Econometrics
 - 321 Applied Econometrics
- Industrial & Labor Relations:
 - 210 Statistical Reasoning I
 - 211 Statistical Reasoning II
- Linguistics:
 - 216 Mathematical Linguistics
- Mathematics: all courses *except* 101 and 109
- Operations Research & Industrial Engineering:
 - 115 Engineering Applications of OR&IE
- Philosophy:
 - 231 Introduction to Deductive Logic
 - 331 Deductive Logic
 - 431 Mathematical Logic
 - 432 Topics in Logic
 - 434 The Foundations of Mathematics
 - 436 Intensional Logic
- Physics:
 - 205 Reasoning about Luck
 - 209 Relativity and Chaos
 - 210 Random Classical & Quantum Physics
- Psychology:
 - 350 Statistics and Research Design
- Sociology:
 - 301 Evaluating Statistical Evidence

If students choose two courses from this list to satisfy part of the distribution requirement, those two courses may not have significant overlap. For example, students may not choose two beginning courses in statistics.

III. Social sciences and history

The following departments are included in Group III, social sciences and history. Most (although not all) courses in these departments satisfy distribution in this group. Students should consult the departmental listings for options that are noted as satisfying Group III.

- Anthropology
- Economics
- Government
- History
- Linguistics
- Psychology
- Sociology

In addition, interdisciplinary departments and programs offer courses in Group III. Again, students should consult the departmental and program listings and note which courses satisfy Group III.

- Africana Studies
- American Studies
- Archaeology
- Asian Studies
- Asian American Studies
- Biology and Society
- Cognitive Studies
- Near Eastern Studies
- Religious Studies
- Science and Technology Studies
- Women's Studies

Finally, CRP 100 and 101 and ENGRG 250 and 298 satisfy distribution in Group III.

IV. Humanities and the arts

The following departments are included in Group IV, humanities (literature and philosophy) and the arts. While language and logic courses do not count for distribution in this group, most (although not all) other courses in these departments do. Students should consult the departmental listings for options that are noted as satisfying Group IV.

- Asian Studies
- Classics
- Comparative Literature
- English
- German Studies
- History of Art
- Music

(One course must be in music history, culture, or theory. If a student chooses to satisfy part of the distribution requirement with more than one music course, an acceptable sequence may include four credits (two half courses) in musical performance, organizations, or ensembles combined with theory, history, and culture courses. Students may count performance credits as only one course toward distribution.)

- Philosophy
- Romance Studies (French, Italian, and Spanish Literature)
- Russian Literature
- Theatre, Film, and Dance

In addition, interdisciplinary departments and programs offer courses in Group IV. Again, students should consult the departmental and program listings to find which courses satisfy Group IV.

- Africana Studies
- American Studies
- Anthropology
- Archaeology
- Asian American Studies
- Biology and Society
- Near Eastern Studies
- Religious Studies
- Science and Technology Studies
- Women's Studies

Restrictions on Applying AP Courses and Credit from Other Institutions to the Distribution Requirements

Students may apply up to two courses of approved advanced placement or transfer credit towards distribution requirements in Groups I and II (physical/biological sciences and quantitative/formal reasoning), as long as they take at least one course from the primary list in an Arts and Sciences science department at Cornell. Transfer credit applied to distribution in Group II (quantitative/formal reasoning) must be in mathematics, statistics, or computer science; it may not be in other quantitative subjects. Courses taken at other institutions in mathematics or computer science must be approved for transfer and distribution credit by the Departments of Mathematics or Computer Science respectively. Statistics courses taken at other institutions in social science departments must be approved by the relevant department in Arts and Sciences (e.g., psychology or sociology); statistics courses taken in mathematics or statistics departments must be approved by the Department of Mathematics.

Students may apply no advanced placement or transfer credit from other institutions toward satisfaction of the distribution requirements in Groups III and IV (social sciences/history and humanities/arts).

Students who transfer to the college from another institution or who enter through the Mid-Year Freshman Program are under the above rules for advanced placement credit, but are eligible to have credit for post high school coursework taken during regular semesters (not summer school) at their previous institution count towards all distribution requirements. Transfer students receive a detailed credit evaluation when they are accepted for admission.

Restrictions on Applying Cornell Courses to the Distribution Requirement

- 1) First-Year Writing Seminars may not count toward any distribution requirement.
- 2) No single course may satisfy more than one distribution requirement.
- 3) Students may count courses in their major towards distribution. However, courses offered or cross-listed by their major department may not be counted toward any distribution category beyond the usual category of the major department itself. For example, a history major may not count a course cross-listed between history and a literature department toward distribution in the humanities.

Breadth Requirements

Students must include in their undergraduate curricula at least one Arts and Sciences course that focuses on an area or a people other than

those of the United States, Canada, or Europe and one course that focuses on an historical period before the twentieth century. Courses that satisfy the geographic breadth requirement are marked with an @ when described in this catalog. Courses that satisfy the historical breadth requirement are marked with a #. Many courses satisfy both requirements, and students may in fact use the same course to satisfy both. Students may use courses satisfying distribution, major, or elective—but not writing—requirements in satisfaction of either of the breadth requirements. They may also apply Cornell courses conferring proficiency in a non-Western language toward the geographical breadth requirement. They may not apply to either of the breadth requirements (a) advanced placement credit, (b) credit awarded by examination, or (c) if matriculating as freshmen (unless through the Mid-Year Freshman Program), transfer credit.

The Major

In their last two years, students devote roughly one-half their time to acquiring depth and competence in a major subject. The major does not necessarily define a student's intellect or character or lead directly to a lifetime occupation, although it sometimes does some of each. Through the major, students focus and develop their imaginative and intellectual capacities through a subject they find especially interesting.

Most departments and programs specify certain prerequisites for admission to the major; they are found on the following pages in the descriptions of each department and program.

Students may apply for acceptance into the major as soon as they have completed the prerequisites and are confident of their choice. This may be as early as the second semester of freshman year, and may be no later than second semester of sophomore year. To apply, they take a copy of their transcript to an appointment with the director of undergraduate studies in their prospective major. A department or program may refuse admission into the major if the applicant's performance does not meet established standards. A student without a major at the beginning of the junior year is not making satisfactory progress toward the degree. That student must meet with an advising dean, and may not be allowed to continue in the college.

Available majors

Majors are offered by each of the departments. There are also majors in American studies, archaeology, biology and society, religious studies, science of earth systems, and women's studies.

Some students want to pursue a subject that cannot be met within an established major. They may plan, with the help of their faculty adviser, an independent major that includes courses from several departments and even colleges. See "Independent Major Program," under "Special Academic Options." Whatever the major—chemistry, math, philosophy, or music—graduates from the College of Arts and Sciences earn the one degree the college awards, a Bachelor of Arts.

Double Majors

Only one major is required for graduation. Some students choose to complete two

majors. No special permission or procedure is required; students simply become accepted into both majors and find an adviser in each department. Both majors are posted on the official transcript.

Electives

Of the 34 courses and 120 credits required for graduation, almost one-third are free electives. How students use these electives frequently makes the difference between an ordinary and a truly interesting course of study. Students must complete at least four courses and at least 15 credits offered outside the major field and not used to fill another requirement except breadth. AP credits not otherwise used may be used to fulfill elective requirements. Students may group electives to complete one of the established interdisciplinary concentrations described in the pages following the descriptions of departments or may form their own unofficial concentration or "minor" separate from their major. Students may also group electives into a second major. Since only one major is required, students may count courses in a second major as electives. Some students choose to explore a variety of subjects; some develop a concentration in a department or subject outside Arts and Sciences to gain practical training or specialized knowledge.

Residence

The College of Arts and Sciences is a residential college for students who devote their energy and spirit to full-time study. The faculty believes that integrated, full-time study for a defined period best promotes intellectual and creative development and best prepares people for citizenship and careers.

Consequently, eight semesters of full-time study in the College of Arts and Sciences are integral to earning the A.B. degree. Even if the minimum requirements can be met in fewer semesters, the faculty of the college expects students to take advantage of the resources of the university for eight full terms and obtain as rich and advanced an education in the liberal arts and sciences as possible. Students may complete their undergraduate degrees with credits earned at other institutions or as part-time or summer students at Cornell only if they have completed their eight full-time semesters of residence or satisfied the criteria listed below under "Part-time study in final semester."

For transfer students from other institutions each full semester of study at their previous institution counts as one of the eight semesters of residence. However, even if transfer students have completed more than four full semesters at their previous institution, they must spend a minimum of four semesters on the Cornell campus in Ithaca enrolled in the College of Arts and Sciences. Transfers from other colleges at Cornell must spend four semesters on campus in Ithaca as students in the Internal Transfer Division or in the college.

Approved study abroad, SEA Semester, Urban Semester, and Cornell-in-Washington are considered semesters of residence, but not as semesters on the Cornell campus. Students may spend no more than two semesters on such programs and must be on campus during their last semester.

Semesters of extramural study in Cornell's Division of Continuing Education, semesters of study at other institutions while on leave from Cornell, and summer sessions anywhere do not count as semesters of residence.

Acceleration

Some students decide that they do not need eight semesters of residence to obtain a solid undergraduate education. These students must compress the first four semesters and spend four full semesters in the major. Benefitting from opportunities for advanced, seminar, and independent (sometimes honors) work is what best characterizes undergraduate education in the college. Students considering acceleration should discuss their plans with their major adviser.

Accelerants apply to graduate one semester before their intended new graduation date. They obtain an "Application to Graduate" for this purpose in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall.

1. Accelerants must meet either condition *a* or *b*:
 - a. Complete 60 credits before beginning their last four semesters in the college and complete the prerequisites for admission to the major in time to spend *four* semesters in the major.
 - b. Pass 48 credits in College of Arts and Sciences courses numbered "300" and above. Upper-level courses taken in other colleges at Cornell University may count as College of Arts and Sciences credit only if approved for the major.
2. All accelerants are required to complete 100 credits at Cornell at "C" or above. Courses completed with a grade of "S" will count toward the 100 credits. Advanced placement credits do not count toward this requirement.
3. Students may not use credits earned while on leave of absence to reduce their terms of residence.
4. Accelerants may not finish the degree with credits earned in summer or winter session, through part-time study (unless they meet the guidelines for part-time study), or at an off-campus program, including Cornell-in-Washington, SEA Semester, Urban Semester, or study abroad. That is, they may not exit through any program other than a regular, full-time Cornell semester in Ithaca.

Students matriculating as freshmen may not compress their undergraduate education into fewer than six semesters of residence. Transfer students, both from other institutions and from other colleges at Cornell, must satisfy the residence requirement and must spend at least four semesters in the college on campus in Ithaca.

Ninth term

Students who can graduate in eight semesters should do so. If a worthy academic plan for a full ninth or tenth semester is approved, the student enrolls in the college as a special student for the additional work. Such a status allows enrollment in a full schedule of courses for full tuition and full use of campus resources, but allows financial aid only from loans or outside agencies, not from Cornell

funds. Students who need only a part-time schedule of courses in a ninth or tenth term in order to graduate should complete the outstanding courses as part-time students paying prorated tuition. Students may spend a ninth term with Cornell aid only with permission of the Committee on Academic Records. Such permission is normally granted only to:

1. Students who have been ill or have an exceptionally compelling academic plan.
2. Students attracted late to a field with a hierarchical curriculum (for example, physics).
3. Students who were academically under-prepared for the curriculum at Cornell and needed to begin with a lighter schedule of courses than normal. (See Dean Turner, Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall, about this option.)

Part-time study

Students in good academic standing may take a personal leave of absence and enroll in the Division of Continuing Education, but such semesters of extramural study do not count as terms of residence and credits from such semesters may not be used to reduce the terms of residence.

Part-time study in special circumstances

The college and university support students (with financial aid and services) as best they can to make full-time study possible. Occasionally, however, extraordinary but nonfinancial personal, academic, or medical circumstances make becoming a part-time student necessary and appropriate. Students in good academic standing who face extraordinary situations may petition the Committee on Academic Records for part-time status and proration of tuition in the college.

Students requesting part-time status because of documented disabilities that, under the Americans with Disabilities Act, require appropriate accommodations, should discuss their situation with Dean Walbridge. Otherwise, students should meet with a dean of their class.

Part-time study in final semester

Students may complete their degrees as part-time students paying prorated tuition at Cornell after fewer than eight semesters of full-time residence only if:

- 1) They have completed all requirements by the end of the sixth or seventh term, met the criteria for accelerated graduation, and are remaining to complete study beyond what is required for the degree.
- 2) They are writing an honors thesis in the eighth semester and can complete all degree requirements by taking two courses, one of which is the thesis itself. They must register for the thesis and at least one additional course.

In all cases, students must obtain approval of an advising dean in the semester *prior* to the part-time semester and confirm their status and registration with college registrar Sally O'Hanlon in 55 Goldwin Smith Hall.

Courses and Credits

Counting courses and credits

Students must complete at least 34 courses to

graduate—that is, an average of four courses during each of six semesters and five courses during each of two semesters. A three- or four-credit course counts as one course; a two-credit course counts as one-half course. Single-credit courses do not count as part of the 34 except in certain cases when they form a part of a series and two in the same series can be aggregated to count as one-half course (certain offerings in the Departments of Music and of Theatre, Film and Dance fall into this category). Three one-credit courses do not aggregate to count as one course. A six-credit language course counts as 1 1/2 courses, while the summer Falcon Programs in Asian languages count as eight credits and 2 1/2 courses each. Archaeology and geology fieldwork for more than six credits counts as two courses each. BIOGD 281 counts as 1 1/2 courses. Other five- or six-credit courses count as one course. AP exam scores that result in an award of three or four credits count as one course; those in language that result in six credits count as 1 1/2 courses; those in biology that result in six credits count as two courses; those that result in an award of eight credits count as two courses.

Students must also complete 120 credits, 100 of which must be from courses taken in the College of Arts and Sciences. Liberal arts courses approved for study abroad during a semester or academic year of full-time study (not summer study) and courses taken in certain off-campus Cornell residential programs may be counted toward the 100 credits required in the college. Advanced placement credits, credits earned in other colleges at Cornell, or credits earned in any subject at institutions other than Cornell do not count as part of the 100. The only exceptions to the above restrictions are for courses (usually no more than three) that certain departments accept from other colleges at Cornell as fulfilling major requirements and for up to two courses that an adviser accepts as part of a completed and formally established cross-college, interdisciplinary concentration.

Using courses towards more than one requirement

A course may fulfill more than one college requirement in the following situations:

- 1) A course may be used to fulfill a distribution requirement and also a major requirement (except as noted under previous section of restrictions on applying AP credits, transfer credits, and Cornell courses to distribution requirements).
- 2) A one-semester course in foreign literature (not language) that is acceptable for achieving proficiency in that language may also be used as a partial fulfillment of the distribution requirement in the humanities and the arts.
- 3) Courses may count toward breadth requirements and toward any other requirement except First-Year Writing Seminars.
- 4) Courses in a second major may count as electives.

Auditing

The college encourages its students to take advantage of its rich curriculum by sitting in on courses that interest them but that they prefer not to take for credit. As long as the instructor agrees, students are welcome to visit

courses. Small seminars and language courses are sometimes not open to visitors. Audited courses do not appear on the student's schedule or transcript.

Repeating courses

Students occasionally need to repeat courses. If the instructor certifies that the course content has been changed, credit will be granted a second time. If the content has not changed, both grades nonetheless will appear on the transcript and be included in any average that is calculated, but credit will be counted toward the degree only once; students considering repeating a course under this circumstance should discuss the matter with their adviser and an advising dean. Students who plan to repeat a course submit a petition to the college registrar, Sally O'Hanlon, 55 Goldwin Smith Hall. If the original course grade was F, no petition is necessary.

Courses that do not count toward the degree

The college does not grant credit toward the degree for every course offered by the university. Courses in military training, training as emergency medical technician, service as a teaching assistant, physical education, remedial or developmental reading, high school mathematics, supplemental science and mathematics offered by the Learning Strategies Center, English as a second language, keyboarding, and shorthand are among those for which degree credit and credit toward the 12 credits required for good academic standing are not given.

Students enrolled in courses for undergraduate teaching assistants may petition once to have the nondegree credits count towards good academic standing. This would allow continued eligibility for graduating with distinction in all subjects, but would disqualify the student from being on the dean's list that semester.

Advanced placement credit

See p. 6 and 7 Advanced placement credit counts as part of the 120 credits and 34 courses required for the degree. It does not count as part of the 100 credits required in Arts and Sciences; its application to distribution requirements is restricted, as explained under "Distribution."

Summer session credit

A student may earn credit toward the degree by completing courses in Cornell's summer session or by successful petitioning for credit for summer courses at other colleges. Students should consult their advisers regarding summer study plans.

Credit for summer courses not taken at Cornell must be approved by the appropriate Cornell department. Approval forms and information are available on-line, www.arts.cornell.edu, and in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall. Transcripts for completed work at other institutions must be sent to Robin Perry, 172 Goldwin Smith Hall. Credit approved for summer courses away from Cornell (including summer or orientation programs abroad) counts toward the 120 credits and 34 courses required for the degree, but does not count toward the 100 credits required in the college. It may be applied to part of the Group I and II distribution requirements, to elective requirements (but not to breadth requirements) and to major

requirements (with the approval of the department).

Entering students who want to receive credit toward the degree for courses completed before matriculation in a summer session away from Cornell should obtain approval forms as soon as possible and have transcripts sent to Robin Perry, 172 Goldwin Smith Hall. Credits completed in Cornell summer sessions will be awarded automatically.

Summer session at Cornell or elsewhere does not count toward the eight-semester residence requirement.

Transferring credit earned away from Cornell while on leave of absence

Students may petition to transfer credits from other accredited institutions for work completed while on leave of absence. Petitions are available in 55 and 172 Goldwin Smith Hall and at www.arts.cornell.edu. The relevant department will decide whether the course is comparable to Cornell courses. Credit approved for transfer counts as part of the 120 required for graduation and as part of the 34 courses. It does not count among the 100 credits required in Arts and Sciences and cannot be used to graduate in fewer than eight semesters. Its application to distribution and breadth requirements is restricted as described under "Distribution."

Transferring credit (for transfer students from another institution or from another Cornell college)

Transfer students must satisfy all normal requirements for the degree, including eight semesters of full-time study. They may never complete fewer than 60 credits and 16 courses at Cornell nor be in residence in the college for fewer than four regular semesters (summer session does not count toward the residence requirement). The college evaluates credit and residence earned either at another school or college at Cornell University or at another accredited institution of collegiate rank and determines the number of credits and courses the student may apply toward the various requirements for the Bachelor of Arts degree at Cornell. In addition, it reevaluates advanced placement credit allowed by another institution, including another college at Cornell. Evaluations of transfer credits are normally provided when students are notified of their admission.

SPECIAL ACADEMIC OPTIONS

Degree Programs

The following five programs allow students to alter the regular college or major requirements or to work toward more than one degree.

College Scholar Program

The College Scholar Program frees up to 40 students in each class from the usual college requirements for a degree and allows them to design their own course of study. It is meant to serve students whose interests and talents would benefit from a little more academic freedom than other students have, who demonstrate exceptional promise, and who show the maturity to plan and carry out, with the help of their adviser, a well-designed program of studies. College Scholars design idiosyncratic programs: some pursue diverse

interests; others integrate a variety of courses into a coherent subject.

College Scholars must complete 120 credits of course work (100 in the college), 34 courses, and, unless they receive permission from the program to accelerate, eight full terms of undergraduate study. They must also complete the university's physical education requirement. All College Scholars must complete a senior project. They are not required to complete or fulfill the general education requirements, although members of the College Scholar Advisory Board believe that the spirit of those requirements is a good one.

Each applicant to the College Scholar Program is asked to write an essay, which is due the last Wednesday in April of the freshman year. Mid-year freshmen apply by that date in their first spring semester in the college. Students should contact the director of the program, Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall, for further information.

Dual-Degree Program with Other Colleges

The Dual-Degree Program enables especially ambitious undergraduate students to pursue programs of study in two colleges. Dual-degree candidates may earn both a Bachelor of Arts degree from the College of Arts and Sciences and: (1) a Bachelor of Science degree from the College of Engineering; or (2) a Bachelor of Fine Arts degree from the Department of Art in the College of Architecture, Art, and Planning; or (3) a Bachelor of Science degree in urban and regional studies from the Department of City and Regional Planning in the College of Architecture, Art, and Planning; or (4) a Bachelor of Science degree in architectural history from the Department of Architecture in the College of Architecture, Art, and Planning. Students enter one of these colleges as freshmen or sophomores and begin the Dual-Degree Program with the second college in the second or, in some cases, the third year. The Dual-Degree Program ordinarily takes five years to complete, and students are eligible for ten semesters with financial aid. For further information contact the Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Independent Major Program

The Independent Major Program allows students to design their own interdisciplinary majors and pursue a subject that cannot be found in an established major. Proposals for an independent major must be equivalent in coherence, breadth, and depth to a departmental major, well suited to the student's academic preparation, and consistent with a liberal education. Proposals must also be supported by a faculty adviser and are assessed by a board of faculty members. Independent majors substitute for established majors, but students must still satisfy all the other requirements for the baccalaureate degree. Students should contact the director of the Independent Major Program, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall, for further information. Deadlines for submitting independent major proposals are listed on the calendar supplement for the College of Arts and Sciences.

Double Registration with and Early Admission to Professional Schools

Registration in the senior year of the College of Arts and Sciences and the first year of Cornell Law School, Cornell Medical College, or the Johnson Graduate School of Management, is occasionally possible. A very few exceptionally well-prepared students who have earned 105 credits before the start of the senior year and have been accepted by one of the above-named professional schools may be permitted to register simultaneously in the college and in one or another of these professional schools during the seventh and eighth terms. They earn the A.B. degree after the first year of professional school.

Students with eight or fewer credits and two or fewer courses to complete may apply to enter the Master's of Engineering program during (but no earlier than) the last semester; dual-degree students may enter this program no earlier than the ninth semester. They earn the bachelor degree(s) after one semester of graduate school.

Students interested in the joint program with the Law School or the Graduate School of Management, or in early admission to the Master's of Engineering program should apply to the relevant program. Students interested in the joint program with Cornell Medical College should contact the health careers coordinator, 203 Barnes Hall. All candidates should confirm their eligibility with an advising dean, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Double-registered students must, of course, complete all requirements for the A.B. degree, including 100 credits in Arts and Sciences courses.

Teacher Education in Agriculture, Mathematics, and Science

Students at Cornell may pursue teaching credentials in agriculture, biology, chemistry, earth science, general science, mathematics, and physics. Teacher Education in Agriculture, Mathematics and Science (TEAMS) is a university program jointly conducted by the departments of Education and Mathematics. Cornell Students from any college are encouraged to apply for admissions to TEAMS during their sophomore year. Those who are admitted complete their undergraduate major in an agricultural science, mathematics or one of the sciences, while taking Education courses. They are then able to complete a Master of Arts in Teaching (MAT) degree in one year.

For more information, contact the TEAMS Program Coordinator at 255-9573.

Special-Interest Options

The following options enable students to pursue special interests within the usual degree programs.

Concentrations

Established interdisciplinary concentrations, described in the pages following the descriptions of the departments and their curricula, provide structures for organizing electives. Completed concentrations are noted on the transcript.

Informal Minors

Some students organize electives within a discipline or department. Such informal

minors can be developed with the help of the departmental directors of undergraduate studies. They are not noted on the transcript.

Independent Study

Independent study affords students the opportunity to pursue special interests or research not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the independent course, must approve the program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study (proposal forms are available on-line at www.arts.cornell.edu and in the Office of Undergraduate Admissions and Advising, 55 and 172 Goldwin Smith Hall). In one semester students may earn up to six credits with one instructor or up to eight credits with more than one instructor.

Undergraduate Research Program

An excellent way to benefit from being an undergraduate at a research university, at Cornell in particular, is to become an apprentice in on-going faculty research. About 400 students participate each year in creating new knowledge and earn independent study credit for what they learn and contribute. They sharpen their critical and creative abilities and test their interest in pursuing a research career. Sometimes they publish their work.

The Undergraduate Research Program gathers information about research opportunities in most disciplines of the liberal arts and sciences, guides students in finding further opportunities—on campus and elsewhere and during the academic year and the summer—and helps students prepare for research and presenting themselves as candidates for apprenticeships. Other students locate research opportunities independently through faculty whose courses they have taken, through their major departments, or through published materials.

The Cornell Undergraduate Research Board, an undergraduate organization, conducts an annual open house to help students get started in research and an annual forum at which undergraduates present their work.

Students interested in this program should consult the Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Language Study

FALCON (Full-Year Asian Language Concentration). FALCON allows students who are interested in the Far East to study Chinese or Japanese exclusively for one year. They gain proficiency in the language and familiarity with the culture. Students who are interested in the Far East should be aware of the opportunities to pursue rapid and thorough beginning studies on campus with the objective of studying abroad later—in China or Japan. Students interested in this program should contact the Department of Asian Studies, 388 Rockefeller Hall; e-mail: falcon@cornell.edu.

Language House Program

A complement to classroom cultural and linguistic instruction, the Language House Program combines residential and academic opportunities for developing and practicing conversational skills in French, German,

Italian, Japanese, Mandarin Chinese, and Spanish. It helps prepare students who plan to study abroad and helps returning students share their cultural experiences while further increasing their language skills. Students interested in this program should see Academic Administrator Daniel Evett, 136 Goldwin Smith Hall.

Prelaw Study

Law schools neither require nor prefer any particular program of study; they do seek students with sound training in the liberal arts and sciences. Students should therefore plan a program in which they are interested and do well. Beyond that, students are advised to take courses that will develop their powers of precise, analytical thinking and proficiency in writing and speaking.

The college offers a concentration in law and society. Students should work toward completion of this concentration because they find it interesting, not because they hope to impress law schools.

Students in the College of Arts and Sciences who are applying to law school may consult a career adviser in the Office of Undergraduate Admissions and Advising, 61 Goldwin Smith Hall.

Premedical Study

The breadth and depth afforded by a liberal arts education are invaluable for students planning medical careers, whether they intend to practice or go into research. Such training has a profound effect on the doctor's usefulness to patients, and it affords the flexibility of mind that is needed for major research undertakings. Medical and dental schools do not prescribe or even prefer a particular major; they do, however, require particular undergraduate courses, and most students are well advised to begin chemistry in their freshman year. Students who are interested in medical careers are urged to visit the Health Careers Office, 203 Barnes Hall.

The adviser for students in the College of Arts and Sciences who are planning careers in medicine is Dean Turner, Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall.

Off-Campus Programs

Many students find it important to their majors or to their overall academic programs to study off campus or abroad for one or two semesters. When it makes academic sense, the college encourages its students to pursue such studies and grants credit toward the degree for work satisfactorily completed.

Study Abroad

Each year about 200 undergraduates in Arts and Sciences include semester- or year-long study abroad as part of their formal undergraduate education. Ideally, study abroad builds on a broad liberal arts background in the early semesters: area studies, language training, and preparation in the proposed field of study are all essential.

Many students go abroad to pursue work in their majors. Focused academic work in an appropriate institution abroad can prepare students for advanced study or honors work in the final semesters back in Ithaca.

The college insists wherever possible on study at foreign institutions alongside

their degree candidates rather than study in self-contained programs that offer courses specially designed for foreigners.

The primary goals of this educational immersion are to learn firsthand the modes of inquiry, methods of analysis, and educational values of higher education offered to students of another country and to involve students in social relationships with peers who may hold a new and unexpected range of social attitudes.

The college advocates study abroad that enables students to become competent enough in another language to experience daily life, develop social relationships, and accomplish formal course work in that language. **Students who intend to study abroad in a country where the host language is not English must demonstrate a serious commitment to learning the language through course work before studying abroad; specific language requirements may vary, but most programs require two semesters of 200-level language instruction.** At least one area studies course or one course in the history, culture, economics, politics, or social relations of the country of destination must be part of every student's preparation for study abroad.

Students planning to study abroad need solid academic credentials to do so productively and successfully. The college requires a minimum overall grade point average of 3.0 for all Cornell course work and good academic standing in the semester immediately before going abroad.

Study abroad is possible during the sophomore and junior years or during the first semester of the senior year. Study abroad in the final semester is rarely approved. Important steps to prepare for study abroad include

- substantial progress with college distribution requirements;
- admission to a major and a faculty adviser in the major;
- clear academic agenda for study abroad;
- appropriate preparatory study of the country or region of destination, especially language study.

Study abroad can earn up to 15 liberal arts and sciences credits per semester of full-time course work as long as the curriculum abroad is consistent with that of the college. A maximum of 10 credits is awarded for each trimester of study. Courses that fall outside the scope of the liberal arts and sciences may earn non-Arts credits. Students must carry a full course-load as defined by the host institution. Students may spend up to two semesters abroad. Only those with compelling academic reasons may study in more than one location over two semesters. The college does not approve study abroad that tours more than one country or that is more touristic than scholarly in content and structure. Students must continue study of the host language while abroad. Only in exceptional circumstances will the college approve programs which, in non-English speaking countries, provide no language training.

Applications to study abroad must have the support of a faculty adviser in the major and the approval of an advising dean in the Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall. Although students

investigate options for study abroad and submit final applications through the Cornell Abroad Office, Arts and Sciences applicants submit to the college an essay describing the academic rationale for study abroad, an outline of prospective courses to be taken and any other relevant materials.

All courses taken abroad will appear on the Cornell transcript and grades earned are reported in the system of the host institution. Grades earned through course work abroad do not, however, become part of the Cornell grade point average.

Students who transfer to Cornell and must complete at least four semesters of residence on campus in Ithaca may not study abroad as one of those four semesters.

All applicants for study abroad during the academic year, must go through the Cornell Abroad Office after being approved by the College of Arts and Sciences. For more information see Dean Wasyliv, 55 Goldwin Smith Hall.

Summer Residential Programs in Archaeology

During the summer months students may participate in a Cornell-sponsored archaeological project. In recent years the program has organized archaeological projects in Central America, Greece, Israel, Italy, and New York State. Students should contact the Archaeology Program for information about the sites currently available.

Marine Science

Shoals Marine Laboratory is a seasonal field station that offers a variety of courses and experiences designed to introduce undergraduates to the marine sciences. The laboratory is located on Appledore Island, six miles off the Maine/New Hampshire coasts. Students should contact the Shoals Marine Laboratory Office, G14 Stimson Hall, for further information.

Cornell-in-Washington

The Cornell-in-Washington program offers students from all colleges in the university an opportunity to earn full academic credit for a semester in Washington, D.C. Students take courses from Cornell faculty, conduct individual research projects, and work as externs. The Cornell-in-Washington program offers two study options: (1) studies in public policy, and (2) studies in the American experience. The program also offers unique externship opportunities: students serve as externs in a federal agency, congressional office, or non-governmental organization and take part in a public policy or humanities seminar. They define and carry out individual research projects under the supervision of Cornell faculty. Potential externships are arranged through, and approved by, the Cornell-in-Washington program. For further information, see p. 20 or inquire at 311 Caldwell Hall, 255-4090. Study in Washington during a final semester of residence is allowed only and unusually by petition. Students should consult with the dean of seniors, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Fieldwork

Sometimes it is appropriate for students to include fieldwork as part of their major. A three-member faculty committee helps the student plan the project, arranges for ongoing

supervision, and evaluates the project at the end of the term. Fieldwork almost always involves writing a long paper or several short ones, as well as practical experience. All proposals for fieldwork must be presented in advance to the college faculty's Committee on Academic Records for approval. A maximum of 15 credits in fieldwork may be earned. For further information students should contact an advising dean in Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall.

ACADEMIC INTEGRITY

Academic integrity is the heart of intellectual life in the college—both in learning and in research. All members of the university community simply must support each other's efforts to master new material and discover new knowledge by sharing ideas and resources, by respecting each other's contributions, and by being honest about one's own work. Otherwise the university will fail to accomplish its most central and important goals.

Cornell's Code of Academic Integrity and policy about acknowledging the work of others are among the documents new students receive. Students should read them carefully and not assume they understand what integrity and cheating are and are not. Academic integrity implies more here at the university than it usually did in high school. The standards of integrity are those that prevail in professional life. This means that students must acknowledge and cite ideas they adopt from others (not just direct quotations) and help they receive from colleagues. With productive emphases on collaborative learning and writing, students must understand the general standards and policies about academic integrity and be sure they understand the expectations in individual courses as well. When in doubt, ask the instructor.

ADVISING

The following advisers and offices provide academic advising, help with problems, and information on college procedures and regulations.

Faculty Advisers

Each new student is assigned a faculty adviser. Advisers help students plan programs of study and advise them about ways to achieve their academic goals. Advisers may also help students with study or personal problems or may direct them to other offices on campus where help is available. Academic difficulties may frequently be solved or avoided if students and advisers recognize and address problems early.

Advisers and new advisees meet first during orientation week to discuss course selection. New students are encouraged to see their advisers again early in the term, before it is too late to drop courses, to discuss their academic progress and to become better acquainted. Advisers and advisees meet at least once each semester to discuss courses for the following term and more often if advisees wish to discuss academic or personal

issues or to petition for an exception to college rules.

Student Advisers

Student advisers pass on lore about the college and life at Cornell and help new students negotiate the university.

Major Advisers

After acceptance into a major, students are assigned a major adviser, a faculty member in the major department, with whom they shape and direct their course of study. The adviser eventually certifies the completion of the major. The major adviser should be consulted by the student about all academic plans, including honors, study abroad, acceleration, and graduate study. The adviser's support is especially important if a student petitions for an exception to the requirements for the degree.

Office of Undergraduate Admissions and Advising

This office, 55 Goldwin Smith Hall, 255-5004 and 172 Goldwin Smith Hall, 255-4833, is a resource for faculty and student advisers and especially for students themselves and their parents. Advising deans are available to help students define their academic and career goals, to help with special academic options and exceptions to college rules, and to help when problems arise:

Lynne S. Abel, associate dean for undergraduate admissions and advising—255-3386

David Devries, juniors and seniors and undergraduate research—255-4833

Daniel Evett—Language House Program—255-6543

Stephen Friedfeld, mid-year freshman and first- and second-year students—255-4833

Ken Gabard, first- and second-year students and College Scholar Program—255-5004

Lisa M. Harris, career services and pre-law advising—255-6926

Irene Komor, career counselling—254-5295

Lawrence Lamphere, internal transfers and minority students—255-4833

Diane J. Miller, career services—255-6924

Sally O'Hanlon, registrar—255-5051

Janice Turner, minority students and pre-med advising—255-9497

Peggy Walbridge, transfer students and students with disabilities—255-4833

Catherine Wagner, juniors and seniors and dual degree students—255-4833

Patricia Wasylw, first- and second-year students and study abroad—255-5004

REGISTRATION AND COURSE SCHEDULING

Enrollment in Courses in the College of Arts and Sciences

New Students

During orientation week, new students attend briefings and other information sessions, meet with faculty advisers, and sign into courses. The college reserves spaces in courses for its in-coming students.

Continuing Students

Continuing students select and schedule up to five courses of 3 or more credits and as many 1 and 2 credits as they would like during the semester prior to the one in which the courses will be taken. Students who do not "pre-enroll" during the designated period must wait until the beginning of the term and may have difficulty securing places in the courses they most want. Before signing into courses, students plan their programs and discuss long-range goals with their faculty advisers. In addition, all students are welcome to discuss programs and plans with an advising dean in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall.

At the beginning of each term, students find their schedules and should confirm the accuracy of their records on "Just the Facts."

Limits on Numbers of Courses and Credits

To meet the 34-course requirement, students must normally take four courses during each of six semesters and five courses during each of two semesters. To meet the 120-credit requirement, students must average 15 credits per semester. (AP credit and/or summer credits may reduce the average numbers of courses and credits required each semester.)

Minimum number of credits per semester

To maintain good academic standing as a full-time student, students must complete at least twelve degree credits per semester; if for compelling personal or academic reasons students need to carry fewer than 12 credits, they should consult their faculty adviser and an advising dean. Permission is by petition only; it is freely given for first-semester students.

Maximum number of credits per semester

First-term freshmen must petition to register for more than 18 credits; other students may register for more than 18 credits if their previous term's average was 3.0 or higher and they are in good academic standing. No more than 22 credits may be taken in a regular semester without permission of the college's faculty Committee on Academic Records. Students who fail to receive approval for excess credits from the committee normally may count only 18 credits for the semester toward the degree.

Attendance

Attendance in classes is expected. Absences are a matter between students and their instructors. If a student cannot attend classes because of illness or family crisis, the Office of Undergraduate Admissions and Advising will notify instructors at the request of the student or the family. Nonetheless, the student must arrange to make up examina-

tions or other work with each instructor. A student who will be absent because of religious holidays or athletic competitions must discuss arrangements for making up work with his or her instructors well in advance of the absence. A student who must miss an examination must also consult with the professor in advance. Alternative arrangements are at the discretion of the instructor.

Adding and Dropping Courses

After course enrollment (also known as pre-enrollment), students may not adjust their schedules until the new term begins. During the first three weeks of the semester, students may change courses without petitioning. Add/drop forms are available in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall. (Note: the add period for First-Year Writing Seminars is only two weeks.)

After the third week of classes, students must petition to add courses and may normally add them only for a letter grade. They may drop courses up to the seventh week of the term, if the department approves and no issue of academic integrity is at stake. Between the seventh and twelfth weeks students may petition to withdraw from courses, if (1) the instructor approves; (2) the adviser approves; (3) an advising dean approves; and (4) no issue of academic integrity is at stake. Students must meet with an advising dean to obtain petition forms.

Courses dropped after the seventh week will be noted on the transcript by a "W" where the grade would normally appear. **This is a matter of record and cannot be petitioned. Petitions to withdraw from courses may not be submitted after the end of the twelfth week in the term.** Deadlines for short courses will be adjusted according to the length of the courses.

The effective date of all course changes will be the day the student submits all completed paperwork to the Academic Advising Office.

Leaves of Absence

Taking time off from college to explore goals, find direction, or to gain experiences or funds is sometimes useful. Usually, of course, students take leaves at the end of a semester for the following semester. Students in good academic standing, however, may take a leave as late as the seventh week of a semester, although there are serious financial consequences to taking leaves after a term has begun. Five years is the maximum length of time a student may be on leave and return without special permission. Leaves of absence are of four types:

- 1) *Personal leaves* impose no conditions concerning reentering the college except for the five-year limit. Readmission is automatic upon written request made at least one month before the beginning of the term in which the student wishes to return.
- 2) *Medical leaves*, usually for at least six months, are granted by the college only on recommendation by University Health Services. In some cases, students must satisfy the UHS that the condition requiring the leave has been corrected before they may return. The student's academic standing will also be subject to review at the time of the leave and on return.

- 3) *Conditional leaves* are granted when the student is not in good academic standing or, in unusual circumstances, between the seventh and twelfth weeks of the term. In consultation with the student, an advising dean sets the conditions for the student's return. Normally students may not return from conditional leaves for at least two terms or until specific and individual conditions, such as completing unfinished work, have been met. Students may be granted conditional leaves after the twelfth week of a term only under extraordinary circumstances and with the approval of the faculty's Committee on Academic Records.
- 4) *Required leaves*: The Committee on Academic Records may require a leave of absence if a student is not making satisfactory progress toward the degree. See the section "Academic Actions."

Any student who wishes to take a leave of absence should consult an advising dean in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall. On readmission, the student's graduation date will be recalculated.

Transferring Credits Earned While on Leave

Students who take courses elsewhere in the United States while on leave may petition to have credits transferred. Approval depends on acceptable grades and the judgment of the relevant departments about the quality of the courses. If approved, these credits may be applied toward the 120 credits and 34 courses needed for graduation, but not toward the 100 credits required in the college. They may be applied to part of Group I and II distribution requirements (not to Group III or IV), to elective requirements (but not to breadth requirements) or to the major as allowed by the department. Credits earned during a leave do not count toward the eight semesters of residence and may not be used to reduce the terms of residence. See the section "Residence."

Study Abroad and International Students on Leave of Absence

Study abroad undertaken during a leave of absence will not receive academic credit. International students on leave of absence from the College of Arts and Sciences may enroll in courses at a college or university in their home country **only**, as such enrollment is not defined as study abroad. They may petition for transfer of credit upon return to Cornell. If approved, the credit will count as described in the previous paragraph.

Withdrawals

A withdrawal is a permanent severance from the university and from status as a degree candidate. Students planning to withdraw should consult an advising dean. Students not requesting a leave and failing to register for a term will be withdrawn from the college. The college faculty's Committee on Academic Records may require a student to withdraw for a highly unsatisfactory academic record.

Transferring within Cornell (Internal Transfer)

Internal transfer from one college or school at Cornell into another is attractive for many students whose intellectual interests change (or become more focused). Students who

want to transfer should discuss their eligibility with a counselor in the new school or college.

In some cases, students who want to transfer into the College of Arts and Sciences may transfer directly. In other cases, they may be referred to the Internal Transfer Division. During the term immediately preceding transfer into the College of Arts and Sciences, students should complete at least 12 credits of courses in the College of Arts and Sciences with a 3.0 average and without any grades of *Incomplete*, any S-U grades (unless only S-U grades are offered for that particular course), or any grades below C. Satisfying this minimum requirement does not, however, guarantee admission. Admission to the college is based on consideration of the student's entire record at Cornell and the high school record, not just the work of one semester. It is also based on ability to complete the A.B. degree within a reasonable time. Internal transfers are required to spend four semesters in Arts and Sciences and thus should initiate the transfer process no later than the second semester of sophomore year. Interested students should see Dean Lamphere, 172 Goldwin Smith Hall.

ACADEMIC STANDING

Students are in good academic standing for the term if they successfully complete at least 12 degree credits by the end of the term and earn no more than one D and no F or U grades. If a student completes only three courses, all grades must be above D. In addition, students are expected to make satisfactory progress toward satisfying requirements for the degree and to earn grades of C (not C-) or better in at least 100 of the 120 credits for the degree. Courses listed under "courses that do not count toward the degree" do not count toward good academic standing in a semester.

Academic Actions

Students who are not in good academic standing will be considered for academic action by the college's faculty Committee on Academic Records or by one of the advising deans of the college. They are urged to present evidence that will help explain their poor academic performance. Students may appeal a decision or action of the committee, if they have new relevant information. They must consult an advising dean about appealing.

Warning

Any student who fails to maintain good academic standing will, at a minimum, be warned. A warning is posted on a student's college record but is not reported to the university registrar and does not appear on official transcripts.

Required leave of absence

A student in serious academic difficulty may be required by the faculty Committee on Academic Records to take a leave of absence, normally for a full year. Usually, but not always or necessarily, the Committee on Academic Records warns students before suspending them. Before being allowed to return and reregister in the college, students must document what they did on leave and how they resolved their problems and submit a plan for completing the degree. In some

cases students will be required to furnish evidence that they are ready to return or satisfy other conditions before being allowed to reregister in the college. Students who request to return in less than a year must present to the committee extraordinarily convincing evidence of their readiness to return. "Required leave" and the date are posted on the student's official transcript.

Required withdrawal

The faculty Committee on Academic Records may dismiss a student from the college because of a highly unsatisfactory record for one term or for failure to make satisfactory overall progress in grades, credits, or degree requirements. This action expels the student permanently from the college. "Required withdrawal" and the date are posted on the student's official transcript.

Forgery on Forms

Forging signatures or credentials on college forms is an academic offense; sometimes it constitutes academic fraud. In all cases of forgery on academic forms, the effect of the forged documents shall be negated. Students may then petition properly to do whatever they attempted to do improperly. Such incidents will be recorded in the Academic Integrity Hearing Board's confidential file for forgeries. If a student forges more than once or if the forgery would advance the student's academic standing unfairly or fraudulently, or if for any other reason the situation requires some response in addition to the uniform penalty, the Academic Integrity Hearing Board might make a different recommendation, such as a notation on the student's transcript, suspension, or dismissal.

GRADES

Letter Grades

See Grading Guidelines, page 13.

S-U Grades

The S-U (satisfactory-unsatisfactory) option allows students to explore unfamiliar subjects or take advanced courses in subjects relatively new to them without being under pressure to compete with better prepared students for high grades. It is not meant to allow students to reduce the amount of work they complete in a course or the amount of effort they devote to it. The S-U option is contingent upon the instructor's willingness to assign such grades. Students must select their grading option and obtain the instructor's approval for the S-U option during the first three weeks of the term. Virtually no exceptions to this deadline are permitted, and consequently students adding courses after the third week of the term must normally add them for a letter grade. A grade of S is equivalent to a grade of C- or higher; a grade of U, which is equivalent to any grade below C-, is a *failing* grade equal to an F. S means the student receives the credit specified for the course. U means no credit is given. A few courses in the college are graded exclusively S-U; in that case, the final grade appears on the transcript as SX or UX.

Courses that will count toward satisfaction of major requirements should not be taken for an S-U grade unless the department grants

permission. Students may elect the S-U option in courses used to satisfy the distribution, and elective requirements, provided that such courses do not also count toward major requirements or serve as prerequisites for admission to the major. Students are advised to use the S-U option sparingly if they intend to apply to graduate school or for transfer to another college. There is no limit on the number of courses each term for which students may elect the S-U grade, but within the 120 credits required for the degree, a minimum of 80 credits must be in courses for which a letter grade was received.

Grades of Incomplete

A grade of incomplete signifies that a course was not completed before the end of the term for reasons beyond the student's control and acceptable to the instructor. Students must have substantial (normally at least 50 percent) equity in the course; that is, they must be able to complete the remaining work without further registration and must have a passing grade for the completed portion. When a grade of incomplete is reported, the instructor submits a form stating what work must be completed, when it must be completed, and the grade (or "frozen" incomplete) earned if the work is not completed by that date. When a final grade is determined, it is recorded on the official transcript with an asterisk and a footnote explaining that this grade was formerly an incomplete.

Students must resolve (make up or "freeze") any incompletes with their instructors before graduation.

Note of R

R designates two-semester or year-long courses and students enroll in the course both semesters, each time for the full number of credits for the whole course. The R is recorded on the student's transcript at the end of the first term. The grade recorded at the end of the second term evaluates the student's level of performance in the course for the entire year. The total of credits earned for the whole course is listed each term.

Grade Reports

Students should periodically check their courses and grades on "Just the Facts" to be sure that they are recorded correctly.

Class Rank

The college does not compute class rank.

Dean's List

Inclusion on the Dean's List for academic excellence is an honor bestowed by the dean of the college semester by semester. Based on grades, the criteria include about the top 30 percent of students and vary with the number of credits the student completes. The criteria are subject to slight changes from semester to semester and are available in the Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall.

GRADUATION

The Degree

The College of Arts and Sciences grants only one degree (no matter what the student's

major): the A.B. (or B.A.). A.B. is the abbreviation of the Latin name for the degree, "Artium Baccalarius," or translated into English, B.A., "Bachelor of Arts."

Application to Graduate

In the first semester of their senior year, students attend senior briefings and then complete an application to graduate. The application allows the college to check each student's plan for fulfilling college requirements. This process is intended to help seniors identify problems early enough in the final year to make any necessary changes in course selection to satisfy those requirements. *Nonetheless, meeting graduation requirements is the student's responsibility*; problems that are discovered, even late in the final term, must be resolved by the student before the degree can be granted.

Degree Dates

There are three degree dates in the year: May, August, and January. Students who plan to graduate in August may attend graduation ceremonies in the preceding May. Students graduating in January are invited to a special recognition ceremony in December; they may also attend graduation ceremonies the following May.

Honors

Bachelor of Arts with Honors

Almost all departments offer honors programs for students who have demonstrated exceptional ability in the major and who have completed original independent research. The honors programs are described by individual departments in their following sections. The degree of Bachelor of Arts with honors will be conferred upon students who, in addition to having completed the requirements for the degree of Bachelor of Arts, have satisfactorily completed the honors program in their major and have been recommended for honors by their major department, the Independent Major Program, or the College Scholar Program. Concentrations do not offer honors programs.

Bachelor of Arts with Distinction

The degree of Bachelor of Arts with distinction in all subjects will be conferred on students who have completed the requirements for the degree of Bachelor of Arts, if they have met the following requirements by the end of their final semester:

- 1) completed at least 60 credits while registered in regular sessions at Cornell;
- 2) ranked in the upper 30 percent of their class at the end of the seventh semester, or next-to-last semester for transfers and accelerants;
- 3) received a grade below C- in no more than one course;
- 4) received no failing grade;
- 5) have no frozen *Incompletes* on their records, and
- 6) maintained good academic standing, including completing a full schedule of at least 12 credits, in each of their last four terms.

CALENDAR SUPPLEMENT

All of the dates in the university calendar at the front of this volume apply to all Cornell students. Listed below are some additional dates that are of importance for students in the College of Arts and Sciences.

	Fall 2001	Spring 2002
Last day for adding courses without petition.	Sept. 21	Feb. 8
Last day for adding a First-Year Writing Seminar.	Sept. 14	Feb. 1
Last day for changing grade option to S-U or letter.	Sept. 21	Feb. 8
First deadline for submitting independent major requests. Go to Academic Advising Center, 55 Goldwin Smith Hall, for further information.	Sept. 27	Feb. 21
Last day for dropping courses without petition.	Oct. 19	March 8
Last day to petition to withdraw from a course.	Nov. 26	April 19
Second deadline for submitting independent major requests. Go to the Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall, for further information.	Nov. 29	April 4
Deadline for requesting internal transfer to the College of Arts and Sciences for the following term.	Dec. 1	May 1
Deadline for applying to the College Scholar Program.		April 24
Deadline for applying to study abroad.	See Cornell Abroad, 474 Uris Hall	
Course enrollment (preregistration) for the following term.	TBA	TBA

ADMINISTRATION

Philip E. Lewis, dean—255-4146

Jon C. Clardy, senior associate dean—255-4147

Jonathan D. Culler, senior associate dean—255-4147

Lynne S. Abel, associate dean of admissions and undergraduate education—255-3386

Jonathan B. Monroe, associate dean and director of writing programs—255-4061

Jane V. Pedersen, associate dean of administration—255-7507

Courses and Departments

SPECIAL PROGRAMS AND AREAS OF CONCENTRATION

The college offers a number of interdisciplinary programs described in the section following the departmental program descriptions.

AFRIKAANS

See Department of German Studies (Dutch).

AFRICANA STUDIES MAJOR

See Special Programs and Interdisciplinary Studies.

AKKADIAN

See Department of Near Eastern Studies.

AMERICAN STUDIES

See Special Programs and Interdisciplinary Studies.

ANTHROPOLOGY

D. Holmberg, chair; R. Ascher, T. Bestor, D. Boyer, A. Clark Arcadi, J. Fajans, D. Greenwood, J. Henderson, B. J. Isbell, B. Lambert, K. March, V. Munasinghe, N. Russell, P. S. Sangren, V. Santiago-Irizarry, J. Siegel, M. Small, T. Turner, T. Volman, A. Willford. Emeritus: J. Murra, R. Smith.

Anthropology is one of the most diverse disciplines in the university. Spanning human evolution, the development and heterogeneity of language and culture, human history, and the diversity of cultures past and present, the field has broad scope, uses a variety of methods, addresses basic issues about human origins and human life, and maintains commitment to understanding social life and using this understanding to improve society. Anthropology is an ideal "liberal arts" major. It also serves as a major that, when well designed by the student with their adviser, prepares students for a wide range of professional careers, e.g., law, medicine, foreign service, social services, and business, among others.

Courses for nonmajors: Anthropology welcomes nonmajors into many of its courses. Unless prerequisites are explicitly stated, 200- and 300-level courses do not have formal prerequisites and can be taken by students without prior experience in anthropology. Such students are welcome in these upper-level courses. For additional information to assist nonmajors and students from other colleges in selecting anthropology courses, see the anthropology department web page (falcon.arts.cornell.edu/~anthro/).

The Major

The range and complexity of the field of Anthropology requires active collaboration between the student and a faculty adviser in developing an individualized program of study. To enter the anthropology major, a student must pass one course in each of the two broad introductory areas of anthropology: "Nature and Culture" and "Culture and History" listed below under the heading "Introductory Courses." Provisional acceptance into the major is possible before completing these courses, with permission from the Director of Undergraduate Studies in anthropology. Students are encouraged to contact the Director of Undergraduate Studies or other faculty members as soon as possible in their studies to discuss their interests and a possible major in anthropology.

Students see the Director of Undergraduate Studies to apply to the major and get an adviser. They prepare a short statement about their interests and goals for the major, then meet with their adviser to develop a course plan reflecting these special interests. This concentration should include at least 32 credits in addition to the two introductory courses used to enter the major. Examples of possible concentrations are myth and ritual; ethnicity and identity; action research; nature and culture in human history; anthropology and literature, or law, or the arts, or medicine; human origins; ethnomusicology; primate and human behavior; prehistory of the Americas, or Europe, or Africa; cultural construction of the person; etc. When warranted, the adviser is free to approve up to two cognate courses from other departments totaling up to eight credit hours to fulfill the 32-credit requirement. Students may revise their program of study in consultation with their adviser as they move through their studies. Our goal is to provide a close and supportive advising relationship and a strong and coherent structure for the student's major.

In the senior year, all Anthropology majors are required to take one of the Anthropology Senior Seminars offered by the department (archaeologically oriented majors may substitute Approaches to Archaeology or Archaeological Research Design). These seminars are designed to provide broad integrating perspectives on the contemporary field of anthropology through the study of principal trends, contemporary issues, history, etc.

Study abroad and off-campus study

programs: the Department of Anthropology encourages students to consider a semester of study abroad or off-campus study developed as an integral part of the student's major concentration. The Director of Undergraduate Studies serves as the Anthropology Study Abroad adviser.

The Cornell-Nepal Study Program: the Cornell-Nepal Study Program is a joint program of Cornell University and Tribhuvan University, the national university of Nepal. Qualified juniors, seniors, and first- or second-year graduate students work with faculty from both universities to prepare for and undertake field research projects in Nepal. Students receive 15 credits per semester; students may enroll for either fall or spring semester, or for the entire year; application is through Cornell Abroad. For further information, consult David Holmberg or Kathryn March in the Department of Anthropology.

Other anthropologically-relevant study abroad options, using existing Cornell Abroad and off-campus options, can be worked out in consultation with the major adviser, the Anthropology Study Abroad adviser, and Cornell Abroad.

Honors

Honors in anthropology are awarded for excellence in the major, which includes overall grade point average and completion of an honors thesis. Anthropology majors interested in the Honors Program should consult the chair of the Honors Committee in their junior year. To qualify for entrance into the Honors Program, a student must have at least a 3.0 GPA overall and 3.3 GPA in the major, and the consent of a faculty member in anthropology who will guide the honors thesis. After applying to the program and being admitted as a candidate by the Honors Committee, the student conducts research and writes a thesis. This thesis is evaluated by the faculty research adviser and two other faculty members. Honors (i.e., cum laude, magna cum laude, or summa cum laude) are awarded based on the quality of the thesis and the student's overall record. Honors candidates must start this process by consulting their major adviser about the honors program early in their junior year.

While working on the thesis during the senior year, students should make use of the Senior Seminar as a place to develop the ideas for their thesis. In addition, students may enroll in ANTHR 483 (fall or spring) "Honors Thesis Research." To complete the thesis, students must enroll in 491 (fall or spring) "Honors Thesis Write-up." Only ANTHR 483 may count toward hours for completion of the anthropology major requirements. The credit hours for these courses are variable, grades for these courses are given by the faculty research adviser, and they are based on performance during thesis research and writing.

Any honors candidate whose research directly involves working with human subjects must receive approval for the project from the Cornell University Committee on Human Subjects.

Special Programs and Facilities

Collections: the department has an extensive collection of archaeological and ethnological materials housed in the anthropology collections. A limited number of students can make arrangements to serve as interns in the anthropology collections. Olin Library houses some of the most extensive collections of materials on the ethnology of Southeast Asia, South Asia, East Asia, and Latin America to be found anywhere in the United States. The biological anthropology laboratory (McGraw B65) houses an extensive collection of materials for teaching purposes, including (1) human skeletal remains, (2) articulated skeletons and cranial casts of primates, and (3) casts of important fossils in the human lineage.

Independent Study: specialized individual study programs are offered in Anthropology 497, Topics in Anthropology, a course open to a limited number of juniors and seniors who have obtained consent and supervision of a faculty member. Undergraduates should note that many 600-level courses are open to them by consent of the instructor.

Colloquia: the Department of Anthropology holds colloquia almost every week of the semester on Friday at 3:30 in McGraw 215. Faculty members from Cornell and other universities participate in discussions of current research and problems in anthropology. Students are encouraged to attend.

For more complete information about the anthropology major, see the Director of Undergraduate Studies, pick up a copy of the major brochure (which includes descriptions of the courses not offered during 2001–2002), or visit the Anthropology Department web page (falcon.arts.cornell.edu/~anthro/).

I. Introductory Courses

A. Nature and Culture:

ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind (I Supplementary List)
Fall. 3 credits. M. Small.

The evolution of humankind is explored through the fossil record, studies of the biological differences among current human populations, and a comparison with our closest relatives, the primates. This course investigates the roots of human biology and behavior with an evolutionary framework. Fee for lab usage and maintenance, \$5.

ANTHR 103 The Scope of Anthropology
Spring. 1 credit. Prerequisite: concurrent enrollment in or prior completion of ANTHR 101 or ANTHR 102. S-U grades only. Staff.

This course is intended for majors or prospective majors in anthropology. Each week a different member of the faculty in anthropology at Cornell makes a presentation on the nature of their work within the field and discusses their interests with students. The course is meant to introduce the range of approaches found within anthropology and help students in planning future course work.

[ANTHR 203 Early People: The Archaeological and Fossil Record (also ARKEO 203) # (III)]
Spring. 3 credits. Not offered 2001–2002.]

[ANTHR 211 Nature and Culture @ (III)]
Spring. 4 credits. Not offered 2001–2002.]

[ANTHR 275 Human Biology and Evolution (also BIOES 275 and NS 275) (I)]
Fall. 3 credits. Not offered 2001–2002.]

B. Culture and History:

ANTHR 100 Introduction to Archaeology (also ARKEO 100) # @ (III or IV)
Fall. 3 credits. J. Henderson.

A broad introduction to archaeology—the study of material remains to answer questions about the human past. Case studies highlight the variability of ancient societies and illustrate the varied methods and interpretive frameworks archaeologists use to reconstruct them. This course can serve as a platform for both archaeology and anthropology undergraduate majors.

ANTHR 102 Introduction to Anthropology: The Comparison of Cultures @ (III)
Spring. 3 credits. Staff.

An introduction to cultural anthropology through ethnographies, or the descriptive accounts of anthropologists. Through readings

and lectures, students acquaint themselves with a number of cultures from several parts of the world. The cultures range in form from those of small-scale tribal societies to those of state societies. Throughout the course, we attempt to make sense of exotic cultures in their own terms. Attention is focused on variation in cultural patterns as they are expressed in social, economic, and ritual practices. In this encounter, the principles of anthropology as a comparative enterprise that pose distinct cultural systems in relief are developed. Fiction, films, and exercises supplement the formal anthropological materials.

ANTHR 103 The Scope of Anthropology

Spring. 1 credit. Prerequisite: concurrent enrollment in or prior completion of ANTHR 101 or ANTHR 102.

S-U grades only. Staff.

For course description, see section I.A, Introductory Courses.

ANTHR 200 Cultural Diversity and Contemporary Issues @ (III)
Fall. 3 credits. A. Willford.

This course introduces students to the meaning and significance of forms of cultural diversity for understanding contemporary issues. Drawing from films, videos, and selected readings, students are confronted with different representational forms that portray cultures in various parts of the world and they are asked to critically examine their own prejudices as they influence the perception and evaluation of cultural differences. We approach cultures holistically, assuming the inseparability of economies, kinship, religion, and politics, as well as interconnections and dependencies between world areas (e.g., Africa, Latin America, the West). Among the issues considered: "political correctness" and truth; nativism and ecological diversity; race, ethnicity, and sexuality; sin, religion, and war; and global process and cultural integrity.

[ANTHR 202 Interpretive Archaeology (also ARKEO 202) (III)]
Fall. 3 credits. Not offered 2001–2002.]

[ANTHR 215 Stone Age Art (also ARKEO 215) # (III)]
Fall. 3 credits. Not offered 2001–2002.]

[ANTHR 240 Old World Prehistory (also ARKEO 240) # (III)]
Fall. 3 credits. Not offered 2001–2002.]

II. Honors and Independent Study

ANTHR 483 Honors Thesis Research
Fall or spring. Credit and hours TBA.
Prerequisite: consent of the Honors Committee. Staff.

Independent work under the close guidance of a faculty member selected by the student.

ANTHR 491 Honors Thesis Write-Up
Fall or spring. Credit and hours TBA. Staff.

ANTHR 497 Independent Study: Undergrad I

Fall or spring. Credit and hours TBA.
Intended for undergraduate students only.
Staff.

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

ANTHR 498 Independent Study: Undergrad II

Fall or spring. Credit and hours TBA.
Intended for undergraduate students only.
Staff.

For course description, see ANTHR 497,
section I, Honors and Independent Study.

III. Anthropology Major Senior Seminars

In the senior year, all Anthropology majors are required to take one of the Anthropology Senior Seminars offered by the department (archaeologically oriented majors may substitute Approaches to Archaeology or Archaeological Research Design). These seminars are designed to provide broad integrating perspectives on the contemporary field of anthropology through the study of principal trends, contemporary issues, history, and so on.

ANTHR 422 Anthropology and Environment @ (III)

Fall. 4 credits. Limited to 15. Prerequisite:
anthropology major or permission of
instructor. A. Subramanian.

This course explores issues in the environment that anthropology addresses in unique ways. Topics include indigenous knowledge, intellectual property, local and global interrelations, ecotourism, cultural ecology, development and resistance, environmentalism, and cultural diversity framed in the context of extended case studies.

ANTHR 440 Ethnographic Approaches to Studying Professionals and Institutions (III)

Spring. 4 credits. D. Boyer.

Anthropological research on institutions and professions is a rapidly-expanding area of inquiry. Anthropology is broadening horizons of research on complex societies, social elites, and reflexivity. This mode of research has conceptual and methodological challenges all its own, some of which require rethinking or adapting the "traditional" armature of anthropological theory and field research. For example, how can anthropological theories of language and culture be made helpful/relevant to understanding the everyday life of institutions and the social subjectivity of professionals? How can ethnographers gain access to institutions (such as consulting and advertising firms, for example) where logics of proprietary knowledge are paramount? This course reviews past and present ethnography on professionals and institutions with special attention to what conceptual paradigms and methods are suitable to the objects of inquiry.

ANTHR 480 Anthropology and Globalization (also ANTHR 680) (III)

Fall. 4 credits. A. Willford.

This course examines anthropological perspectives on globalization and assesses the cultural, political, and social implications of contemporary global processes. In exploring the factors that contribute to the production of diasporic consciousness, the intensity and variety of transnational flows of culture, commodities, corporations, and people are considered in order to assess challenges these processes pose to the modern nation-state. Has culture been liberated from the control of the nation-state through the emergence of new cultural networks created by immigration, electronic media, tourism, and multinational corporations and organizations? Or has the

acceleration of global processes in the modern world system created new tools of domination within an increasingly stratified global economy? This course addresses these and related questions utilizing both anthropological theories of and ethnographic studies on globalization, ethnicity, diaspora, and nationalism.

ANTHR 490 Topics on Primates and Evolution: The Evolution of Language

Spring. 4 credits. Limited to 12. Prerequisite:
ANTHR 390 or permission of
instructor. A. Clark Arcadi.

This seminar begins by examining general theoretical issues in the study of animal communication: What is the function of communication? How do signalers and receivers benefit from communicative interactions? The focal behavior of our nearest relatives, the primates, is then examined. Emphasis is placed on areas relevant to human language: are primate signals learned? Do they have semantic content? Are they assembled syntactically? What do they tell us about primate cognition? Finally, distinguishing features of language, as both a highly structured system and a social behavior, are considered from the point of view of evolution: Did language evolve from a primate focal communication system? Is there fossil and/or symbolic evidence for the origin of language? What does language tell us about human cognition?

[ANTHR 490 Topics on Primates and Evolution: Evolutionary Medicine

Spring. 4 credits. Not offered 2001-2002.]

IV. Nature and Culture

Thinking about nature and culture and their interaction is central to contemporary anthropology. The courses in this section present a biological and evolutionary perspective on behavior, focus on the interplay between nature and culture, and discuss the controversies surrounding these relationships between these dimensions of human life.

[ANTHR 208 The Evolution of Human Mating (III)]

Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 211 Nature and Culture @ (III)]

Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 242 Early Agriculture @ # (III)]

Spring. 3 credits. Not offered 2001-2002.]

[ANTHR 344 Male and Female in Chinese Culture and Society (also WOMNS 344) @ (III)]

Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 370 Environmental Archaeology (also ANTHR 670 and ARKEO 370/ 670) (III)]

Spring. 4 credits. Not offered 2001-2002.]

ANTHR 371 Human Paleontology (also BIOEE 371) (I)

Fall. 4 credits. Prerequisite: one year of
introductory biology or ANTHR 101 or
permission of instructor. Lects, M W F 2:30;
lab, 1 hour each week TBA; occasional
field trips. Offered alternate years.
K. A. R. Kennedy.

A broad survey of the fossil evidence for
human evolution with special attention to
skeletal and dental anatomy, geological

contexts, paleoecology, dating methods,
archaeological associations, and current
theories of human origins and physical
diversity.

[ANTHR 372 Hunters and Gatherers (also ANTHR 672) @ # (III)]

Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 375 Evolutionary Theory and Human Behavior (also ANTHR 675) (III)]

Spring. 4 credits. Not offered 2001-2002.]

ANTHR 390 Primate Behavior and Ecology (I Supplementary List)

Spring. 4 credits. Prerequisite: ANTHR 101
or permission of instructor. A. Clark
Arcadi.

The course investigates all aspects of non-
human primate life. Based on the fundamen-
tals of evolutionary theory, group and inter-
individual behaviors are presented. In
addition, an understanding of group structure
and breeding systems is reached through an
evaluation of ecological constraints imposed
on primates in different habitats. Subjects
include: primate taxonomy, diet and foraging,
predation, cooperation and competition, social
ontogeny, kinship, and mating strategies.

[ANTHR 409 Approaches to Archaeology (also ANTHR 609 and ARKEO 409/ 609) (III)]

Fall. 4 credits. Not offered 2001-2002.]

ANTHR 422 Anthropology and Environment @ (III)

Fall. 4 credits. Limited to 15 students.
Prerequisite: anthropology major or
permission of instructor. D. Holmberg.

For course description, see section III,
Anthropology Major Senior Seminars.

ANTHR 490 Topics on Primates and Evolution: The Evolution of Language

Spring. 4 credits. Limited to 12. Prerequisite:
ANTHR 390 or permission of
instructor. A. Clark Arcadi.

For course description, see section III,
Anthropology Major Senior Seminars.

[ANTHR 490 Topics on Primates and Evolution: Evolutionary Medicine

Spring. 4 credits. Not offered 2001-2002.]

V. Human History and Archeology

Archaeology tells the story of human origins,
the invention of farming and settled life, the
rise of complex social institutions and
technologies, and the worldviews of the past,
while also teaching field and laboratory
methods for uncovering the human past.

[ANTHR 203 Early People: The Archaeological and Fossil Record (also ARKEO 203) @ (III)]

Spring. 3 credits. Not offered 2001-2002.]

[ANTHR 215 Stone Age Art (also ARKEO 215) @ (III)]

Fall. 3 credits. Not offered 2001-2002.]

[ANTHR 240 Old World Prehistory (also ARKEO 240) @ (III)]

Fall. 3 credits. Not offered 2001-2002.]

[ANTHR 242 Early Agriculture @ # (III)]

Spring. 3 credits. Not offered 2001-2002.]

[ANTHR 317 Stone Age Archaeology (also ARKEO 317) (III)]

Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 355 Ancient Mexico and Central America (also ARKEO 355) @ # (III)]
Spring. 4 credits. Not offered 2001–2002.]

ANTHR 370 Environmental Archaeology (also ANTHR 670 and ARKEO 370/670) (III)
Spring. 4 credits. Not offered 2001–2002.]

ANTHR 371 Human Paleontology (also BIOES 371) (I)
Fall. 4 credits. Prerequisite: one year of introductory biology or ANTHR 101 or permission of instructor. Lects, M W F 2:30; lab, 1 hour each week, TBA; occasional field trips. Offered alternate years.
K. A. R. Kennedy.
For course description, see section IV, Nature and Culture.

[ANTHR 372 Hunters and Gatherers (also ANTHR 672) # @ (III)]
Spring. 4 credits. Not offered 2001–2002.]

[ANTHR 405 Archaeological Research Design (also ANTHR 605 and ARKEO 405/605) (III)]
Spring. 4 credits. Not offered 2001–2002.]

[ANTHR 409 Approaches to Archaeology (also ANTHR 609 and ARKEO 409/609) (III)]
Fall. 4 credits. Not offered 2001–2002.]

[ANTHR 456 Mesoamerican Religion, Science, and History @ # (III)]
Fall. 4 credits. Not offered 2001–2002.]

[ANTHR 458 Archaeological Analysis (also ANTHR 658 and ARKEO 458/658) (III)]
Spring. 4 credits. Not offered 2001–2002.]

[ANTHR 459 Archaeology of the Household (also ANTHR 659 and ARKEO 459/659) # (III)]
Fall. 4 credits. Not offered 2001–2002.]

[ANTHR 463 Zooarchaeological Method (also ARKEO 463) (III)]
Fall. 5 credits. Not offered 2001–2002.]

[ANTHR 464 Zooarchaeological Interpretation (also ARKEO 464) (III)]
Spring. 4 credits. Not offered 2001–2002.]

[ANTHR 466 Humans and Animals (also ANTHR 666 and ARKEO 466/666) # (III)]
Fall. 4 credits. Not offered 2001–2002.]

[ANTHR 467 Origins of Agriculture (also ARKEO 467) # (III)]
Spring. 4 credits. Not offered 2001–2002.]

ANTHR 469 Gender and Age in Archaeology (also ANTHR 669, ARKEO 469/669) # (III)]
Spring. 4 credits. N. Russell.

In recent years, feminist theory has begun to have an impact on archaeological thought. It is now recognized that gender is likely to have been a relevant dimension of social organization in past societies. Some archaeologists are also trying to take into account the differing interests and experiences of children, adults of reproductive age, and the elderly. This course is not limited to any period or geographical area, but ranges widely in examining how feminist theory has been applied to archaeological data and models. We consider whether it is necessary to identify women and men, adults and children in the archaeological record in order to take gender and age into account. We also examine the

uses of archaeological data by contemporary feminists.

[ANTHR 493 Seminar in Archaeology (also ARKEO 493)]
Fall. 4 credits. Not offered 2001–2002.]

[ANTHR 494 Seminar in Archaeology: The Archaeology of Human Origins (also ARKEO 494)]
Fall. 4 credits. Not offered 2001–2002.]

VI. Anthropological Thought and Method

As a form of inquiry, anthropology has a long and complex history and utilizes a wide variety of theories and methods. In this section, topics in the history of anthropological thought and numerous anthropological approaches are presented, along with courses focused on the design of anthropological research projects.

[ANTHR 215 Stone Age Art (also ARKEO 215) # (III)]
Fall. 3 credits. Not offered 2001–2002.]

ANTHR 291 Filming Other Cultures (also ANTHR 691 and THETR 291/691) @ (III)]
Spring. 4 credits. Limited to 20 students. Preference given to students who have taken either ANTHR 102 or THETR 474. Fee for film screening and maintenance, \$35. R. Ascher.

Shortly after the first films were screened, their makers saw in motion pictures a promise for greater understanding among peoples. Was the promise fulfilled? In this discussion course, responses to this question are examined through the study of short, representative films and related readings. The discussions are framed and informed by ideas from anthropology and film studies. For example, we consider: aesthetics, ethics, and responsibility in filming and editing; connections between sound—or lack of it—and image; the implications of film as a product of Euroamerican culture; cultural assumptions in camera movements, film color, and film pace; indigenous people's presentations of themselves and Euroamerican representations of others; and the blurry, ever-changing space that separates fiction from nonfiction film. For one meeting each week, two students, in cooperation with the instructor, are responsible for leading the discussion.

[ANTHR 306 Ethnographic Description (III)]
Fall. 4 credits. Not offered 2001–2002.]

[ANTHR 324 Anthropology Amongst the Disciplines (III)]
Fall. 4 credits. Not offered 2001–2002.]

ANTHR 362 Democratizing Society: Participation, Action, and Research (also ANTHR 662) (III)]
Fall. 4 credits. D. J. Greenwood.

This course poses an alternative to distanced, "objectivist" social science by reviewing some of the numerous approaches to socially engaged research. Among the approaches discussed are those centering on the pedagogy of liberation, feminism, the industrial democracy movement, "Southern" participatory action research, action science, and participatory evaluation. There are no prerequisites and undergraduates are welcome.

ANTHR 368 Marx: An Overview of His Thought (also ANTHR 668) (III)]
Spring. 4 credits. T. Turner.

A reading and interpretation of Marx's principal writings, emphasizing both the continuities and the changes from his earlier to his later works, with attention given to contemporary developments and controversies in Marxian scholarship.

[ANTHR 372 Hunters and Gatherers (also ANTHR 672) # @ (III)]
Spring. 4 credits. Not offered 2001–2002.]

[ANTHR 403 The Craft of Anthropology: Ethnographic Field Methods (also ANTHR 603) (III)]
Fall. 4 credits. Not offered 2001–2002.]

[ANTHR 405 Archaeology Research Design (also ANTHR 605 and ARKEO 405/605) (III)]
Spring. 4 credits. Not offered 2001–2002.]

[ANTHR 412 Contemporary Anthropological Theory (III)]
Spring. 4 credits. Not offered 2001–2002.]

ANTHR 420 Development of Anthropological Thought (III)]
Spring. 4 credits. J. Fajans.

An examination of the history and development of anthropological theory and practice. The course focuses on the differences and continuities among the various national and historical approaches that have come to be regarded as the schools of anthropology.

[ANTHR 453 Visual Anthropology (IV)]
Spring. 4 credits. Not offered 2001–2002.]

[ANTHR 458 Archaeological Analysis (also ANTHR 658 and ARKEO 458/658) (III)]
Spring. 4 credits. Not offered 2001–2002.]

[ANTHR 459 Archaeology of the Household (also ANTHR 659 and ARKEO 459/659) # (III)]
Fall. 4 credits. Not offered 2001–2002.]

[ANTHR 463 Zooarchaeological Method (also ARKEO 463) (III)]
Fall. 5 credits. Not offered 2001–2002.]

[ANTHR 464 Zooarchaeological Interpretation (also ARKEO 464) (III)]
Spring. 4 credits. Not offered 2001–2002.]

[ANTHR 466 Humans and Animals (also ANTHR 666 and ARKEO 466/666) # (III)]
Fall. 4 credits. Not offered 2001–2002.]

[ANTHR 467 Origins of Agriculture (also ARKEO 467) # (III)]
Spring. 4 credits. Not offered 2001–2002.]

[ANTHR 474 Laboratory and Field Methods in Human Biology (also BIOES 474) (I)]
Spring. 5 credits. Not offered 2001–2002.]

ANTHR 480 Anthropology and Globalization (also ANTHRO 680) (III)]
Fall. 4 credits. A. Willford.

For course description, see section III, Anthropology Major Senior Seminars.

ANTHR 487 Field Research Abroad @ (III)]
Fall or spring. Credit TBA. Intended for undergraduate students only. Staff. Field research abroad as part of the Cornell-Nepal Studies Program, the Cornell-Honduras

Program, or other departmentally-approved programs. Topics are selected and project proposals prepared by students in consultation with faculty. Fieldwork typically involves extended research (usually four-six weeks) in a foreign setting with faculty supervision, culminating in a major paper or report.

[ANTHR 494 Seminar in Archaeology: The Archaeology of Human Origins (also ARKEO 494) (III)]

Fall. 4 credits. Not offered 2001-2002.]

ANTHR 495 Action Research Practicum

Fall and spring. 2 credits. Prerequisite: student must be holder of Bartels Action Research Undergraduate Fellowship. D. Greenwood.

The Henry E. Bartels Undergraduate Action Research Fellowship Program offers opportunities for Cornell University undergraduate students from all colleges, departments, and majors to engage in action research projects in the local community, including the Ithaca area and the Cornell campus community. This is a two-part course.

VII. Understanding Cultures

Anthropologists examine the diversity of human behaviors, social relationships and structures, economies, political and legal orders, worldviews, logics, languages, symbols, myths, and religions among the many other means human beings invent to create and reproduce social life around the world. Anthropologists work from a holistic perspective to account for differences and similarities across cultures. Anthropologists also take small-scale societies and local sociocultural systems as the object of analysis. They collect data primarily through ethnographic fieldwork, that is, months or years of participating in and observing of the societies they study. Anthropologists see inherent linkages between the practical and the meaningful dimensions of human existence.

A. Anthropological Approaches to Economy, Society, Law, and Politics:

The courses below take as their starting point what are usually defined as the social, political, legal, and economic practices and structures of human life and show how they are shaped culturally and how they shape culture.

[ANTHR 217 Nationalism and Revivalism (III)]

Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 305 Emotion, Gender, and Culture (also WOMNS 305) @ (III)]

Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 313 Anthropology of the City @ (III)]

Spring. 4 credits. Not offered 2001-2002.]

ANTHR 321 Sex and Gender in Cross-Cultural Perspective (also ANTHR 621 and WOMNS 321/631) @ (III)]

Fall. 4 credits. D. Doukas.

An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines various aspects of the place of the sexes in social, political, economic, ideological, and biological systems to emphasize the diversity in gender and sex-role definitions around the world.

ANTHR 323 Kinship and Social Organization (III)]

Spring. 4 credits. B. Lambert.

Much of this course is a survey of forms of the family, descent groups, and marriage systems. The role of age and sex in the social structure is also considered. The last part of the course is devoted to a history of the British and American family and to its fate in utopian communities.

[ANTHR 326 Economic Anthropology (III)]

Fall. 4 credits. Not offered 2001-2002.]

ANTHR 328 Conflict, Dispute Resolution, and Law in Cultural Context (III)]

Fall. 4 credits. V. Santiago-Irizarry.

Rule-making and dispute resolution are integral aspects of social reality in any culture. The ways in which conflict is treated and interpreted—to be then deflected or resolved—articulate with other cultural domains such as religion, politics, and economics as part of the material and symbolic processes that enable sociocultural interaction. At issue then are the formal and processual means that the treatment of conflict takes in different societies. These means constitute frames for the definition of social experience that are used by social factors in the interpretation of events within the terms of an overriding sociocultural logic that is in turn refigured by these interpretive frames.

[ANTHR 380 State, Nation, and Everyday Life (III)]

Spring. 4 credits. Not offered 2001-2002.]

ANTHR 385 The Anthropology of Intellectuals (III)]

Fall. 4 credits. D. Boyer.

This course offers a review of anthropological research on intellectuals (or "knowledge-specialists") and on social practices of knowledge-making. The question of how social knowledge is articulated, standardized, and reproduced has become an area of renewed interest across the social sciences since the 1970s. Reflexive social science has been especially interested in understanding how social and cultural knowledges are created, by whom, and for what purposes. These questions actually have a substantial heritage and the course begins with a review of classic sociological and anthropological theories of intellectuals and their role(s) in society. Then the course explores both classic and contemporary ethnographies of knowledge-specialists and knowledge-making with a special focus on the relationship between intellectuals and the creation of cultural order. Finally, the course discusses the possibly changing role of intellectuals in contemporary western "knowledge societies."

ANTHR 415 Creolization, Syncretism, and Hybridity (also S HUM 415) (III)]

Spring. 4 credits. V. Munasinghe.

The concepts of Creolization, Syncretism, and Hybridity all convey a state of 'mixture' that assumes a diasporic situation. This course explores theories and empirical case studies of processes of racial, cultural and religious mixture from an inter-disciplinary perspective. The course explores the interconnections among concepts denoting 'mixture' that have diverse originary points. The overarching line of inquiry is to explore the genealogies of the three concepts as a necessary precursor to understanding how these terminologies may, in concert, illuminate different aspects of the

dynamics structuring processes of mixture in different historical and ethnographic settings.

ANTHR 422 Anthropology and Environment @ (III)]

Fall. 4 credits. Prerequisite: anthropology major or permission of instructor.

D. Holmberg.

For course description, see section III, Anthropology Major Senior Seminars.

[ANTHR 426 Ideology and Social Reproduction (III)]

Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 429 Anthropology and Psychoanalysis @ (III)]

Fall. 4 credits. Not offered 2001-2002.]

ANTHR 440 Ethnographic Approaches to Studying Professionals and Institutions (III)]

Spring. 4 credits. D. Boyer.

For course description, see section III, Anthropology Major Senior Seminars.

[ANTHR 460 Culture and International Order (III)]

Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 479 Ethnicity and Identity Politics: An Anthropological Perspective (III)]

Fall. 4 credits. Not offered 2001-2002.]

ANTHR 485 Mothers, Priests, Rebels, and Indian Chiefs: New Social Movements in Latin America (also ANTHR 685) @ (III)]

Spring. 4 credits. B. J. Isbell.

Latin America is characterized today as a region of widespread yet diverse forms of mobilization that appear to be in constant transformation. The "Mad Mothers" of Argentina, indigenous environmentalists, liberation theologians, revolutionaries, ethnic leaders, gay activists, and urban squatters are challenging historicity, engaging in cultural innovation, and articulating in diverse ways with the state and national cultures. This seminar charts a course between theoretical texts on power and mobilization and examples of ethnography/historical cases of social movements.

B. Interpretive Approaches in Cultural Anthropology:

These courses stress symbolic or textual approaches to human society. They take as their object of analysis structures of meaning in such diverse areas as performance and text, myth and religion, views of the self, gender, and the sociology of knowledge. These same topics arise in many of the area-focused courses as well (Section D), but take center stage in the following courses.

ANTHR 232 Media, Culture, and Society (III)]

Spring. 3 credits. D. Boyer.

This course provides an introduction to understanding the relationship between media and culture from an anthropological perspective. The primary goal of the course is to help students develop an ethnographic awareness of the complex factors influencing mass media production, representation, and reception. We work toward this goal by studying how media technologies effect the representation and reproduction of cultural identities, how mass media representations mediate the negotiation of national identities and moralities, how institutional situations and professional practices influence media production, and

how state and market forces both create and restrict possibilities of media expression. A wide range of social and historical cases are covered by both readings and lectures. Course materials include print, visual, and electronic media. Course assignments encourage students to engage the contemporary American media both analytically and critically.

ANTHR 250 The Anthropology of Food and Cuisine (III)

Spring. 4 credits. J. Fajans.

You are what you eat! This course examines the way food is produced, prepared, exchanged, presented, and given meaning in cultures around the world. It examines the symbolism of specific foodstuffs. Who prepares food and how it is done? Who feeds whom and how these relations are expressed and valued? In addition to looking at these questions we analyze ideas about commensality; how food is used in public contexts for presentation or exchange, and how food is a marker of gender, class, status, ethnicity, and identity. In addition to looking specifically at food, we analyze cultural ideas about gender, the body, and identity in terms of how these cultural patterns are produced and expressed through concrete activities like eating, fasting, and special diets. In this class we stress critical and comparative thinking about subjects we tend to take for granted.

ANTHR 291 Filming Other Cultures (also ANTHR 691 and THETR 291/691) @ (III)

Spring. 4 credits. Limited to 20 students. Preference given to students who have taken either ANTHR 102 or THETR 474. Fee for film screening and maintenance, \$35. R. Ascher.

For description, see section VI, Nature and Culture.

ANTHR 320 Myth, Ritual, and Symbol (also RELST 320) @ (III)

Spring. 4 credits. D. Holmberg.

This course examines how systems of thought, symbolic forms, and ritual practice are formulated and expressed in primarily non-Western societies. It focuses on anthropological interpretations of space, time, cosmology, myth, classificatory systems (such as color, totems, food, dress, kinship), taboos, sacrifice, witchcraft, sorcery, and rites of passage (birth, initiation, marriage, death). Examines both the roles of specialists (spirit mediums, curers, priests, ascetics, etc.) and nonspecialists in producing these cultural forms.

ANTHR 322 Magic, Myth, Science, and Religion (also RELST 322) @ (III)

Fall. 3 credits (4 by arrangement with instructor). Not offered 2001–2002.]

ANTHR 379 Culture, Language, and Thought (III)

Spring. 4 credits. Not offered 2001–2002.]

ANTHR 381 Anthropology and Religion (also RELST 381) @ (III)

Fall. 4 credits. A. Willford.

This course approaches the study of religion from an anthropological perspective. The centrality and universality of religion in social life has been fundamental in the development of social and cultural theory. We begin by examining the classic theories of religion in the works of Durkheim, Marx, Weber, and Freud, followed by an exploration of how these theories have been influential in anthropological studies of cosmology, ritual,

selfhood, myth, sorcery, witchcraft, and pilgrimage. We conclude by examining the apparent persistence, revival and transformation of religious beliefs and practices within modern and modernizing states. This leads us to ask whether an increasing politicization and globalization of religious ideology poses significant challenges to the anthropological analysis of religion.

ANTHR 406 The Culture of Lives (also WOMNS 406) @

Spring. 4 credits. Not offered 2001–2002.]

ANTHR 408 Gender Symbolism (also WOMNS 408) @ (IV)

Spring. 4 credits. Not offered 2001–2002.]

ANTHR 410 Cross-Culturality in the Caribbean (also S HUM 420) (III)

Spring. 4 credits. S. Shukla.

This seminar takes as its inspiration the literary and sociopolitical imagination of Guyanese writer Wilson Harris, described as "cross-culturality." Here, the model of diversity being elaborated is rather different from the multiculturalism we are familiar with, in the United States (or Britain or Canada, for that matter), where cultures are seen to function as discrete parts of the whole. Cross-culturality presumes that individual ethnic or racial cultures are partial and reinvent themselves through dialogues with other cultures. Perhaps this broad and flexible conception can only emerge from the Caribbean, a hyper-theorized space of hybridity. But is this because the constitutive ideas of race, nation, and migration, are different in West Indian countries from those that operate in the North American context? Can they be traced historically, in relation to political developments, of colonialism, historically, in relation to political developments, of colonialism, postcolonialism and regionalism? And what happens to these concepts when they move across the border of the nation-state?

ANTHR 432 Culture and Performance and Performing Culture @ (IV)

Spring. 4 credits. Not offered 2001–2002.]

ANTHR 453 Visual Anthropology (III)

Spring. 4 credits. Not offered 2001–2002.]

ANTHR 456 Mesoamerican Religion, Science, and History @ # (III)

Fall. 4 credits. Not offered 2001–2002.]

ANTHR 460 Culture and International Order (III)

Spring. 4 credits. Not offered 2001–2002.]

ANTHR 469 Gender and Age in Archaeology # (III)

Spring. 4 credits. Not offered 2001–2002.]

C. Cultures in Anthropological Perspective:

Anthropology constructs its theories in the comparison of different social and cultural systems and thus depends integrally on knowledge about particular places. The courses below are all focused on the cultures and societies of particular areas of the world and organize knowledge about these areas in reference to key anthropological questions. Students without prior experience in anthropology are welcome in these courses.

ANTHR 221 Anthropological Representation: Ethnographies on Latino Culture (also LSP 221 and AM ST 221) (III)

Fall. 3 credits. Not offered 2001–2002.]

ANTHR 224 The French Experience (also FRLIT 224) (III or IV)

Fall. 3 credits. J. Siegel, A. Berger.

An examination of French society, culture, and institutions. What has made French culture so distinctive? Its literature and its revolutions, its gastronomy and fashion, its painting, cathedrals and cinema. Looking attentively at texts, images, and contexts from selected moments in the eighteenth, nineteenth, and twentieth centuries, we attempt to unravel some of the defining enigmas of the French experience.

ANTHR 230 Cultures of Native North America @ # (III)

Fall. 4 credits. B. Lambert.

A survey of the principal Eskimo and American Indian culture areas north of Mexico. Selected cultures are examined to bring out distinctive features of the economy, social organization, religion, and worldview. Although the course concentrates on traditional cultures, some lectures and readings deal with changes in native ways of life that have occurred during the period of European-Indian contact.

ANTHR 301 Equality and Dominance—the U.S. Before 1900 (also AM ST 307) # (III)

Spring. 4 credits. D. Doukas.

This course uses historical ethnography—that is, applying anthropological insights to historical materials—for a searching investigation into the United States' past, from the indigenous peoples' fateful encounter with Europe to the social upheavals of the early corporate capitalist era. Focusing on primary sources and contextualizing them in the transnational processes of colonization, enslavement, and political-economic centralization, the course aims to avoid the extremes of triumphalism and anti-Americanism by approaching this past in terms of a constitutive tension between new ideals of equality and old habits of dominance and subordination.

ANTHR 303 Asians in the Americas: A Comparative Perspective (also AAS 303) (III)

Fall. 4 credits. A. Subramanian.

For description, see department website.

ANTHR 316 Power, Society, and Culture in Southeast Asia @ (III)

Spring. 4 credits. A. Willford.

Southeast Asia is a region where anthropologists have paid great attention to the symbolic within cultural and social processes. While this intellectual orientation has produced contextually rich accounts of cultural uniqueness, there has been a tendency within "interpretive" ethnographies to downplay the role of power and domination within culture and society. This course aims to utilize the traditional strengths of symbolic anthropology by examining the roles of ritual, art, religion, and "traditional" values within contemporary Southeast Asian societies. In so doing, however, we examine how these practices and ideas can also structure ethnic, class, and gender inequalities. Understanding how "traditional" cultural practices and ideologies fit within contemporary nation-states requires that we also examine the effects of colonialism, war, and nationalism throughout the region. In addition to providing a broad and comparative ethnographic survey of Southeast Asia, this course also investigates how culturally-specific forms of power and

domination are reflected in national politics and in local and regional responses to the economic and cultural forces of globalization.

[ANTHR 333 Ethnology of the Andean Region @ # (III)]
Spring. 4 credits. Not offered 2001-2002.]

ANTHR 336 Change and Continuity in the Pacific Islands (III)
Fall. 4 credits. J. Fajans.

This course provides an introduction to the diverse peoples and cultures of Oceania, which extends from Hawaii to New Zealand and from Easter Island to New Guinea. It surveys the continuities and differences within this vast domain. The primary focus is on cultural diversity, linguistic patterns, history and migration, and ecological constraints and adaptations. The course examines issues confronting the contemporary Pacific nations: colonialism, development, nationalism, the politics of tradition, and how the world system influences events and politics in the region. This course is open to anyone interested in the Pacific region and/or in anthropology.

[ANTHR 337 Gender, Identity, and Exchange in Melanesia @ (III)]
Fall. 4 credits. Not offered 2001-2002.]

ANTHR 339 Peoples and Cultures of the Himalayas (also ANTHR 739) @ (III)
Spring. 4 credits. K. March.

A comprehensive exploration of the peoples and cultures of the Himalayas. Ethnographic materials draw on the lifeways of populations living in the Himalayan regions of Bhutan, India, Nepal, and Tibet. Some of the cultural issues to be examined through these sources include images of the Himalayas in the West, forms of social life, ethnic diversity, political and economic history, and religious complexity.

[ANTHR 344 Male and Female in Chinese Culture and Society (also WOMNS 344) @ (III)]
Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 345 Japanese Society @ (III)]
Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 350 Topics in the Anthropology of Europe (III)]
Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 355 Ancient Mexico and Central America (also ARKEO 355) @ # (III)]
Spring. 4 credits. Not offered 2001-2002.]

ANTHR 377 The United States (also LSP 377 and AM ST 377) (III)
Fall. 4 credits. V. Santiago-Irizarry.

The anthropological inquiry into one's own culture is never a neutral exercise. This course explores issues in the cultural construction of the United States as a "pluralistic" society. We look at the ideological context for the production of a cultural profile predicted upon ideas that are intrinsic to American images of identity such as individualism, freedom, and equality and the way these are applied in practice. The course readings include historic documents and accounts, popular writing, and recent ethnographies on the United States.

[ANTHR 405 Global Tokyo (also S HUM 404 and ASIAN 405) @ (III)]
Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 413 Religion and Politics in Southeast Asia (also ASIAN 413) @ (III)]
Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 444 Japanese Social Organization @ (III)]
Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 456 Mesoamerican Religion, Science, and History @ # (III)]
Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 477 Ethnology of Island Southeast Asia @ (III)]
Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 493 Seminar in Archaeology (also ARKEO) (III)]
Fall. 4 credits. Not offered 2001-2002.]

Relevant courses in other departments

BIOPL 247 Ethnobiology
Fall. 3 credits. D. M. Bates.

BIOPL 348 The Healing Forest
Spring. 2 credits. D. M. Bates.

MUSIC 103 Introduction to World Music: Africa and the Americas
Spring. 3 credits. M. Hatch.

MUSIC 104 Introduction to World Music: Asia
Fall. 3 credits. M. Hatch.

MUSIC 245 Gamelan in Indonesian History and Cultures
Fall or spring. 3 credits. M. Hatch.

NS 650 Food and Nutrition Assessment in a Social Context
Fall. 4 credits. D. Pelletier, G. Pelto.

NS 651 Food and Nutrition Action in a Social Context
Spring. 3 credits. D. Pelletier, G. Pelto.

VIII. Graduate Seminars

The graduate program in anthropology is described in much greater detail in the Graduate Program brochure which is available through the Director of Graduate Studies. This document is also found on the anthropology department web page at falcon.arts.cornell.edu/~anthro/. The seminars described immediately below pertain to the program in socio-cultural anthropology. For information about graduate study in archaeology and biological anthropology, see the anthropology department web page.

A core set of seminars is required of all graduate students in socio-cultural anthropology: ANTHR 600 and 601. ANTHR 603 is strongly recommended. These courses are open to graduate students from other related fields. This sequence, and the graduate curriculum in general, is premised on the idea that anthropology is best defined as the comparative study of human social life. This definition resists institutional pressures in the academy to distinguish social science from humanistic or cultural studies and scholarly from more worldly applications. Our most important method, ethnography, is at once scientific and humanistic; disciplinary aspirations refuse to view cultural interpretation and analytic explanation as separable values. Furthermore, theory in anthropology is directly related to practice in the world whether in relation to research or more action-oriented pursuits. Consequently, the

core sequences as well as most other courses for graduate students are oriented explicitly toward subverting an ideological construction of social life as separable into cultural and social (or political-economic) domains.

ANTHR 600 Proseminar: Culture and Symbol
Fall. 6 credits. J. Fajans.

This course focuses on an appreciation of symbolic, expressive, and representational forms and processes both as producers and products of social activities. Through the study of symbolic anthropology, structuralism, exchange, myth and ritual, religion, gender, personhood, linguistics, semiology, etc., we investigate how identity and meaning are linked to the practical exigencies of social life. While emphasizing aspects of the discipline generally associated with cultural anthropology, the course endeavors to set the stage for a dialectical understanding of social, political, economic, and symbolic activities as interrelated phenomena. The works of de Saussure, Levi-Strauss, Dumont, Geertz, Victor Turner, Sahlins, among others, as well as contemporary theories are given careful attention.

ANTHR 601 Proseminar: Social Organization
Spring. 6 credits. T. Turner.

This course focuses on linkages between culture and social institutions, representations and practices. The nature of these linkages is debated from strongly contesting points of view in social theory (structuralist, poststructuralist, utilitarian, hermeneutic, Marxist). Unlike debates in critical theory where the form of contestation has been mainly philosophical, in anthropology, these issues have developed in ethnographic analyses. The course briefly surveys kinship theory and economic anthropology with a focus on implications for general issues in social theory. Discussion of attempts to develop dialectical syntheses around the motion of "practice" follows. The issues addressed in this section carry over into the next, colonialism and post-colonialism, in which poststructuralist readings of history are counterposed to Marxist ones. Finally, Lacanian and Marxist visions of ideology as they relate to anthropological theory and ethnographic analysis are examined with particular emphasis on the cultural and social production of persons.

[ANTHR 602 The Practices of Anthropology]
Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 604 Praxis and Culture]
Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 605 Archaeological Research Design (also ANTHR 405 and ARKEO 405/605)]
Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 609 Approaches to Archaeology (also ANTHR 409 and ARKEO 409/609)]
Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 610 Language and Myth]
Fall. 4 credits. Not offered 2001-2002.]

ANTHR 614 Reading in the Ethnographic Tradition (1880-1960)

Spring. 4 credits. D. Holmberg.

This seminar examines the development of the monographic tradition within American cultural anthropology and British social anthropology. We read "classic" ethnographic texts beginning with Cushing's writings in the late nineteenth century, following with works by anthropologists such as Rivers, Boas, Radcliffe-Brown, Malinowski, Firth, Mead, Bateson, Radin, Redfield, Srinivas, Evans-Pritchard, and Leach. We also read some of the more recent literature assessing ethnographic practice and writing. This seminar alternates from year to year with ANTHR 615.

[ANTHR 615 Reading Contemporary Ethnographies (1960-1990)]

Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 616 Cultural Production of the Person]

Spring. 4 credits. Not offered 2001-2002.]

ANTHR 621 Sex and Gender in Cross-Cultural Perspective (also ANTHR 321 and WOMNS 321/631)

Fall. 4 credits. Prerequisite: concurrent attendance in the lectures and films of ANTHR/WOMNS 321 and permission of instructor. D. Doukas.

For course description, see ANTHR 321, section VII.A, Understanding Cultures.

ANTHR 628 Political Anthropology

Fall. 4 credits. Prerequisite: a reading knowledge of Indonesian is required. J. Siegel.

A comparison of political rhetoric in the Indonesian Old and New Orders. The bearing of such phenomenon as newspapers, magazines, television, and various types of theater, music, and fiction on the shaping of accommodation or opposition to the political order is examined.

[ANTHR 629 Chinese Ethnology]

Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 632 Andean Symbolism]

Spring. 4 credits. Not offered 2001-2002.]

ANTHR 635 Southeast Asia: Readings in Special Problems

Fall or spring. Credit and hours TBA. Staff. Independent reading course on topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

[ANTHR 636 Cognition and Classification]

Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 637 Theorizing Social Movements, Human Rights and Democracy in Latin America]

Spring. 4 credits. Not offered 2001-2002.]

ANTHR 638 Contemporary Gender Issues in the Americas (also WOMNS 638)

Spring. 4 credits. Prerequisite: knowledge of Spanish language required. B. J. Isbell. This course provides a forum of comparison of contemporary gender issues in the Americas: the foci are on the United States and specific case studies in Latin America. Issues discussed are: globalization and more specifically the feminization of poverty and women's responses, gender rights and public policies; women's and children's health; and the construction of gender identity. The

course also takes an historical perspective on the development of feminism and gender politics in specific countries that students are researching. Each student is responsible for in-depth research on specific issues in a particular country or countries.

[ANTHR 639 The Feminine Symbolic]

Spring. 4 credits. Not offered 2001-2002.]

ANTHR 641 South Asia: Readings in Special Problems

Fall or spring. Credit and hours TBA. Staff. Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

ANTHR 644 Research Design

Spring. 4 credits. A. Subramanian.

This seminar focuses on preparing a full-scale proposal for anthropological fieldwork for a dissertation. Topics include: identifying appropriate funding sources; defining a researchable problem; selecting and justifying a particular fieldwork site; situating the ethnographic case within appropriate theoretical contexts; selecting and justifying appropriate research methodologies; developing a feasible timetable for field research; ethical considerations and human subjects protection procedures; and preparing appropriate budgets. This is a writing seminar; students complete a proposal suitable for submission to a major funding agency in the social sciences.

[ANTHR 645 Japanese Ethnology]

Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 647 Death of the Father]

Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 648 Marriage and Death]

Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 649 Narrative and the Analysis of Culture]

Spring. 4 credits. Not offered 2001-2002.]

ANTHR 653 Myth Onto Film (also THEAT 653)

Spring. 4 credits. Enrollment limited by available studio space and equipment. Prerequisite: some knowledge of one of the following: anthropology, filmmaking, mythology, graphics, drawing, or painting is required. Open to undergraduates and graduate students with permission of instructor. Fee for film screening and maintenance, \$50. R. Ascher.

In myths, whales fly, pebbles throw themselves across streams, and trees are transformed into women. Toward the end of visualizing myths—in particular the myths of other people—we explore the possibilities of animated film. The technique used is cameraless animation; that is, we draw and paint, frame by frame, directly onto movie film. The intellectual problem is to visualize the myths of others so that they are comprehensible to us but are not thought to be of us. Reading includes introductory works on both myth and animation and there is background reading on the particular myth that is committed to film.

ANTHR 655 East Asia: Readings in Special Problems

Fall or spring. Credit and hours TBA. Staff. Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the

faculty member who has agreed to supervise the course work.

[ANTHR 656 Maya History]

Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 658 Archaeological Analysis (also ANTHR 458 and ARKEO 458/658)]

Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 659 Archaeology of the Household (also ANTHR 459 and ARKEO 459/659)]

Fall. 4 credits. Not offered 2001-2002.]

[ANTHR 660 Language, Ideologies and Practices (also LSP 660)]

Spring. 4 credits. Not offered 2001-2002.]

ANTHR 662 Democratizing Society: Participation, Action, and Research (also ANTHR 362)

Fall. 4 credits. D. J. Greenwood.

For description, see ANTHR 362, Section VI, Anthropological Thought and Method.

ANTHR 663 Action Research

Spring. 4 credits. D. Greenwood.

This seminar is a practicum in action research (AR) in which the semester becomes a self-managing learning environment for the exploration of the techniques and group processes involved in AR, including co-generative learning, searching, and AR facilitation. Participation in a seminar-centered LISTSERV on the Internet is expected.

ANTHR 665 Topics in Native American Societies and Cultures

Spring. 4 credits. B. Lambert.

This seminar is intended for undergraduate and graduate students in any field who are prepared to undertake independent research in American Indian Studies. I am particularly interested in how materials from Native American cultures can be used to help solve problems of general anthropological significance and in the contributions Native Americans have made to anthropological and sociological knowledge as teachers and researchers. However, students are encouraged to pursue their own interests and are expected to discuss work in progress with other members of the seminar. A reading list is developed to provide a shared background for discussions.

[ANTHR 666 Humans and Animals (also ANTHR 466 and ARKEO 466/666)]

Fall. 4 credits. Not offered 2001-2002.]

ANTHR 667 Contemporary Archaeological Theory (also ARKEO 667)

Spring. 4 credits. Prerequisite: undergraduates with permission of instructor only. N. Russell.

This course surveys recent developments and current debates in archaeological theory. This includes the processual/postprocessual debate and contrasts between scientific and humanistic approaches more generally, as well as other approaches (Marxist, feminist, etc.). We also discuss ethical concerns and engagements with groups outside archaeology with interests in the past.

ANTHR 668 Marx: An Overview of His Thought (also ANTHR 368)

Spring. 4 credits. T. Turner.

For course description, see section VI, Anthropological Thought and Method.

ANTHR 669 Gender and Age in Archaeology (also ANTHR 469 and ARKEO 469/669)

Spring. 4 credits. N. Russell.
For course description, see section V, Human History and Archaeology.

[ANTHR 670 Environmental Archaeology (also ANTHR 370 and ARKEO 370/670)]

Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 671 Palaeoanthropology of South Asia (also BIOES 671 and ASIAN 620)]

Fall. 3 credits. Not offered 2001-2002.]

[ANTHR 672 Hunters and Gatherers (also ANTHR 372)]

Spring. 4 credits. Not offered 2001-2002.]

[ANTHR 673 Human Evolution: Concepts, History, and Theory (also BIOES 673)]

Fall. 4 credits. Not offered 2001-2002.]

ANTHR 680 Anthropology and Globalization (also ANTHR 480)

Fall. 4 credits. A. Willford.
For course description, see section VI, Anthropological Thought and Method.

[ANTHR 682 Perspectives on the Nation (also AAS 682)]

Spring. 4 credits. Not offered 2001-2002.]

ANTHR 685 Mothers, Priests, Rebels, and Indian Chiefs: New Social Movements in Latin America

Spring. 4 credits. B. J. Isbell.
For course description, see section VIIA, Understanding Cultures.

[ANTHR 690 Ritual and Myth: Structure, Process, Practice]

Spring. 4 credits. Not offered 2001-2002.]

ANTHR 691 Filming Other Cultures (also ANTHR 291 and THETR 291/691)

Spring. 4 credits. Fee for film screening and maintenance, \$35.
For description, see ANTHR 291 and THETR 291. Graduate students who register in this course attend the meetings of 291. In addition, they write in-depth studies of one or more films in consultation with the instructor.

[ANTHR 699 Current Fields in Biological Anthropology]

Fall. 4 credits. Not offered 2001-2002.]

ANTHR 701 Independent Study: Grad I

Fall, spring. Credit and hours TBA.
Intended for graduate students only. Staff. Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

ANTHR 702 Independent Study: Grad II

Fall or spring. Credit and hours TBA.
Intended for graduate students only. Staff. For course description, see ANTHR 701, section VIII, Graduate Seminars.

ANTHR 703 Independent Study: Grad III

Fall or spring. Credit and hours TBA.
Intended for graduate students only. Staff. For course description, see ANTHR 701, section VIII, Graduate Seminars.

ANTHR 739 Peoples and Cultures of the Himalayas (also ANTHR 339)

Spring. 4 credits. K. March.
For course description, see section VII.C, Understanding Cultures.

ARABIC AND ARAMAIC

See under Department of Near Eastern Studies.

ARCHAEOLOGY

See under Special Programs and Interdisciplinary Studies.

ASIAN AMERICAN STUDIES

See under Special Programs and Interdisciplinary Studies.

ASIAN STUDIES

E. M. Gunn, chair (388 Rockefeller Hall, 255-5095); B. R. Anderson, I. Azis, J. Badgley, T. Bestor, D. Boucher, K. Brazell, R. Bullock, T. Chaloeintiarana, P. Chi, S. Cochran, A. Cohn, B. de Bary, H. Diffloth, M. Farooqi, S. Feldman, G. Fields, P. Gellert, D. Gold, M. Hatch, R. Herring, S. Hoare, D. Holmberg, N. Jagacinski, Y. Katagiri, M. Katzenstein, Y. Kawasaki, K. A. R. Kennedy, J. V. Koschmann, F. Kotas, S. Kuruvilla, J. M. Law, T. Loos, T. Lyons, B. G. MacDougall, K. March, K. McGowan, R. McNeal, F. Mehta, T. L. Mei, C. Minkowski, S. Mohanty, V. Munasinghe, N. Nakada, Y. Nakanishi-Whitman, V. Nee, A. Nussbaum, S. Oja, A. Pan, C. A. Peterson, J. R. Piggott, T. Poleman, A. Riedy, N. Sakai, C. Salomon, P. S. Sangren, K. Selden, M. Shin, Y. Shirai, V. Shue, J. T. Siegel, R. J. Smith, R. Sukle, H. Tao, K. Taylor, Q. Teng, E. Thorbecke, T. Tranviet, S. Tun, N. Uphoff, D. X. Warner, J. Whitman, L. Williams, J. U. Wolff, O. Wolters

The Department of Asian Studies encompasses the geographical areas of East Asia, South Asia, and Southeast Asia and offers courses in most of the disciplines of the social sciences and the humanities. Asian studies courses through the 400 level (ASIAN is the prefix) are taught in English and are open to all students in the university. Some of these courses may be counted toward majors in other departments; others fulfill the humanities distribution requirement. Courses listed under Asian Studies offered through other departments may fulfill distribution requirements in history, social sciences, and arts.

The Major

A student majoring in Asian studies normally specializes in the language and culture of one country and often chooses an additional major in a traditional discipline.

Majors complete two courses at the 200 level (a minimum of six credits with a grade of C or better) in one of the Asian languages offered at Cornell. The major consists of at least 30 additional credits (which may include up to six credits of further language study) selected by the student in consultation with his or her adviser from among the courses listed under the Department of Asian Studies and numbered 250 and above.

The applicant for admission to the major in Asian studies must have completed at least one area studies course selected from among those listed under the Department of Asian

Studies and must receive permission for admission to the major from the director of undergraduate studies. The student must have received a minimum grade of C in this course and in all other courses counted toward the major.

Honors

To be eligible for honors in Asian studies, a student must have a cumulative grade average of A- in all Asian studies area courses, exclusive of language study only, and must successfully complete an honors essay during the senior year. Students who wish to be considered for honors should apply to the director of undergraduate studies during the second term of their junior year. The application must include an outline of the proposed project and the endorsement of a supervisor chosen from the Asian studies faculty. During the first term of the senior year the student does research for the essay in conjunction with an appropriate Asian studies course or ASIAN 401. By the end of the first term the student must present a detailed outline of the honors essay or other appropriate written work and have it approved by the project supervisor and the director of undergraduate studies. The student is then eligible for ASIAN 402, the honors course, which entails writing the essay. At the end of the senior year, the student has an oral examination (with at least two faculty members) covering both the honors essay and the student's area of concentration.

Concentration in East Asia Studies

A candidate for the Bachelor of Arts degree at Cornell may take a concentration in East Asia studies by completing at least 18 credits of course work.

Students normally take five courses in East Asian studies at the 200 level or above from those East Asian courses listed (China, Japan, Korea) either under Asian Studies or Asian-related courses. Of these, two courses might be Asian language courses at the 200-level or beyond. East Asian graduate courses may also be offered for the concentration, as well as East Asia-related courses with a research paper on an East Asian topic. Appropriate courses taken through Cornell Abroad in East Asia may also be counted toward the concentration. Students concentrating in East Asian studies should select an adviser from the East Asia Program faculty for consultation on their course of study. For more information, contact the Asian Studies Department at 388 Rockefeller Hall, (607) 255-5095.

Concentration in South Asia Studies

A candidate for the Bachelor of Arts or Science degree at Cornell may take a concentration in South Asian studies by completing at least 18 credits of course work in South Asian studies, including ASIAN 215 (Introduction to South Asia) and four courses or seminars at the intermediate or advanced levels, two of which may be South Asian language courses.

Students taking a concentration in South Asian studies are considered members of the South Asia Program and will have an adviser from the program faculty. (This adviser will be for the student's concentration and is not a substitute for a student's academic adviser in his or her major.)

One South Asian graduate course may be taken for the concentration with consent of both the instructor and the adviser. The same applies for one South Asia-related course with a research paper on a South Asian subject. Additional courses may be added if offered with comparable South Asia content.

Concentration in Southeast Asia Studies

A candidate for the Bachelor of Arts or Science degree at Cornell may take a concentration in Southeast Asian studies by completing 18 credits of course work. A recommended plan would include ASIAN 208 and four courses at the intermediate or advanced stage, two of which could be a Southeast Asian language. Students taking a concentration in Southeast Asian studies are members of the Southeast Asia Program and are assigned an adviser from the program faculty. Such students are encouraged to commence work on a Southeast Asian language either at the 10-week intensive courses offered by the Southeast Asia Studies Summer Institute (SEASSI) or by studying for one semester at IKIP Malang, Indonesia; Khon Kaen University, Thailand; or Hanoi University, Vietnam; fellowships are available for undergraduates through the Cornell Abroad Program.

Intensive Language Program (FALCON)

The FALCON Program offers intensive instruction in Japanese or Chinese. The program is still the only one in the world offering a full year of intensive instruction from the elementary level, except for the exclusive language schools of some government agencies. Students must formally apply to the program, but the application process is simple and admission is open to all students. (Applications available for FALCON from the administrative assistant, room 125 Rockefeller Hall, or visit our web site www.arts.cornell.edu/asian/falcon.htm and apply online.) Students may take the entire sequence of 160, 161, 162, or any other portion of the program if they have the necessary background (to be determined by a placement test). The courses are full-time intensive language study; the degree of intensity required does not allow students to enroll simultaneously in other courses or to work, except perhaps on weekends.

Study Abroad

Cornell is a member of the Inter-University Center for Japanese Language Studies in Yokohama, the Inter-University Board for Chinese Language Studies in Beijing (at Tsinghua University), and a member of the Council on International Educational Exchange offering study in China at Beijing University and Nanjing University. These centers offer training in both spoken and written forms of the languages. The Kyoto Center for Japanese Studies (KCJS) is an undergraduate program for students who wish to spend either one or two semesters in Kyoto, Japan studying the Japanese language as well as contemporary and traditional Japanese culture.

Cornell is a class-A member of the American Institute of Indian Studies, which offers fellowships in India for intensive language study in Hindi, Bengali, and Tamil.

Cornell and the central campus of the Nepalese national university—Tribhuvan—at

Kirtipur, Kathmandu, cosponsor an academic semester or year in Nepal.

Other opportunities include a junior year abroad at IKIP-Malang, in Indonesia, or at the School of Oriental and African Studies, University of London. Many other options for study in Asia exist, including in Indonesia, Thailand, and Vietnam through the Council for International Educational Exchange. Undergraduates should consult Cornell Abroad; graduate students should inquire at the East Asia Program, the South Asia Program, or the Southeast Asia Program offices.

First-Year Writing Seminars

See John S. Knight Institute brochure for times, instructor, and descriptions.

General Education Courses

ASIAN 191 Introduction to Modern Asian History (also HIST 191) @ (III)

Fall. 4 credits. T. Loos, S. Cochran.
See HIST 191 for description.

ASIAN 192 Introduction to World Music: Asia (also MUSIC 104) @ (IV)

Fall. 3 credits. M. Hatch.
See MUSIC 104 for description.

ASIAN 203 Introduction to Comparative Literature (also COM L 203) (IV)

Fall. 4 credits. Team.
See COM L 203 for description.

[ASIAN 204 Global Fictions (also COM L 204) (IV)]

Spring. 4 credits. Not offered 2001–2002.
N. Melas.
See COM L 204 for description.]

[ASIAN 206 The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia (also HIST 207) @ (III)]

Spring. 4 credits. Not offered 2001–2002.
T. Loos.]

ASIAN 208 Introduction to Southeast Asia @ (III or IV)

Spring. 3 credits. T. Chaloehtiarana.
This course is for anyone curious about the most diverse part of Asia; it defines Southeast Asia both as the nation-states that have emerged since 1945 (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Viet Nam) and as a larger cultural world extending from southern China to Madagascar and Polynesia. Students find a serious, organized introduction to a variety of disciplinary and topical approaches to this region, including geography, linguistics, history, religion and ideology, anthropology, marriage and family systems, music, literacy and literature, art and architecture, agriculture, industrialization and urbanization, politics and government, warfare and diplomacy, ecological and human degradation, and business and marketing. The course teaches both basic information and different ways of interpreting that information.

ASIAN 211 Introduction to Japan: Japanese Texts in History @ # (IV)

Fall. 3 credits. B. deBary.
An interdisciplinary introduction to Japanese Studies especially designed for nonmajors. The course takes up a diverse series of cultural artifacts and demonstrates how, against the background of simultaneous and successive rises and falls of politics on the

Japanese archipelago, the meanings and readings generated by these artifacts have changed dramatically over time. We consider verbal and visual, fictional and historical, canonical and noncanonical texts, including the eighth century *Kojiki*, the courtly narrative *Tale of Genji*, eighteenth century puppet theater, modern Ainu autobiography, and films and comic books dealing with themes of nuclear warfare and apocalypse.

ASIAN 212 Introduction to China @ # (IV)

Spring. 3 credits (4 credits with a special project; consult instructor for information).
R. McNeal.

An interdisciplinary introduction to Chinese culture especially designed for students not majoring in Asian Studies.

ASIAN 215 Introduction to South Asian Civilization @ (IV)

Fall. 3 credits. C. Minkowski.
An interdisciplinary introduction to the culture and history shared by India and other states of South Asia. Designed for students not majoring in Asian Studies. Guest lecturers provide the perspective of their disciplines to the general themes of the course: cultural diversity and the role of tradition in contemporary life.

ASIAN 218 Introduction to Korea (also HIST 218 and GOVT 218) @ (IV)

Fall or spring. 3 credits. Staff.
An interdisciplinary introduction to Korean history and culture, including: geography, ethnography, language, literature, philosophy, religion, political economy, government, music, and art (sculpture, architecture, and painting). Includes an overview of Korean history from the Three Kingdoms Period to the present, focusing on the March 1, 1919 Independence Movement, the Korean War, the 1960 Student Revolution, the 1980 Kwangju Massacre, and other events.

Asia—Literature and Religion Courses

The following courses are taught entirely in English and are open to any Cornell student.

ASIAN 245 Gamelan in Indonesian History and Cultures (also MUSIC 245) @ (IV)

Fall or spring. 3 credits. M. Hatch.
See MUSIC 245 for description.

ASIAN 249 Peddlers, Pirates and Prostitutes: Subaltern Histories of Southeast Asia, 1800–1900 (also HIST 249/648) @ # (III)

Spring. 4 credits. E. Tagliacozzo.
See HIST 249 for description.

ASIAN 250 Introduction to Asian Religions (also RELST 250) @ # (IV)

Spring. 3 credits. D. Boucher.
This course explores a range of religious traditions in South Asia (Pakistan, India, and Sri Lanka) and East Asia (China and Japan) including Hinduism, Buddhism (South and East Asian), Confucianism, Daoism, and Shinto. We concentrate on these religions in traditional times in order to understand better the historical foundations that have influenced much of what these cultures are today. We attempt to inquire collectively into the nature of religious impulses among peoples who are in some fundamental ways both very much like us and very much different from us. The course format includes lectures and discussion sections.

ASIAN 277 Meditation in Indian Culture @ # (IV)

Spring. 3 credits. D. Gold.

This course probes the truths behind traditional claims of the priority of internal practices in Indian traditions. We examine both practices themselves—techniques of meditation and contemplation, religious ways of using intellect, forms of chant and ritual—and the dynamics through which these have left a wider mark on South Asian civilization. These dynamics include not only the evident reverberations of practice in philosophical reflection and socioreligious institutions, but also wide-ranging processes of stylization, elaboration, and popularization found throughout South Asian culture. In order to get a sense of the experiences treated in classical religious texts, students will be expected to experiment with some basic meditation practices. At least as important for the work of the course (and much more important for the grade) are the ways in which students situate these practices within larger South Asian world views as suggested by doctrines, rituals, iconic forms, and literary texts. To keep the interaction between internal practice and broader world views central, we will examine both Hindu and Buddhist sources, consistently examining the ways in which similar practices are given distinct shapes by the two religious traditions.

ASIAN 284 Southeast Asia in the World System: Capitalism and Incorporation, 1500-Present (also HIST 284) @ # (III)Fall. 4 credits. E. Tagliacozzo.
See HIST 284 for description.**ASIAN 294 History of China in Modern Times (also HIST 294) @ (III)**Spring. 4 credits. S. Cochran.
See HIST 294 for description.**ASIAN 297 Japan Before 1600 (also HIST 297) @ # (III)**Fall. 4 credits. J. Piggott.
See HIST 297 for description.**ASIAN 298 The U.S.-Vietnam War (also HIST 289) (III)**Fall. 3 credits. K. Taylor.
This is a survey of events in Vietnam, the US, and elsewhere related to US intervention in Vietnam from the 1940s to 1975. Readings include historical narratives, memoirs, and literature. Alternative ways of understanding this war in the context of Vietnamese and American history will be explored.**[ASIAN 299 Buddhism (also RELST 290) @ # (IV)]**Fall. 4 credits. Not offered 2001-2002.
D. Boucher.

This course explores the Buddhist tradition from its origins in ancient India to its migrations throughout Asia and eventually to the West. The first half of the course deals with Indian Buddhism: the Buddha, the principal teachings and practices of his early followers, and new developments in spiritual orientation. We then turn to the transmission of Buddhism to Central and East Asia, including China, Japan, and Tibet, concentrating on those traditions in traditional times. From there we look at the southern migration to Sri Lanka and Southeast Asia and conclude with an examination of Buddhism in America.]

[ASIAN 301 Schools of Thought-Ancient China @ # (IV)]Spring. 4 credits. Not offered 2001-2002.
R. McNeal.

This course introduces students to China's most important early moral and political philosophers, such as Confucius, Laozi, and Sunzi, through readings in translation. We address the traditional conception of six schools of thought in ancient China as reflected in classical and modern historiography and examine newly discovered texts with an eye toward clarifying the relationships among early schools and their representatives.]

ASIAN 302 Art of War in Ancient China @ # (IV)Winter only. 4 credits. R. McNeal. *Also fulfills Humanities requirement.*

Sun-tzu's *Art of War* is one of the most widely translated and circulated books of all time. Businessmen in Asia swear by it, professional coaches invoke it when planning strategy, and students of political science plumb its depths for timeless wisdom on how to defeat an enemy without taking to the battlefield. This class examines Sun-tzu's text in its historical context, along with several other early military and strategic works. We treat these works as a genre, and look for characteristic features of the genre that can be better understood by reading these texts not as manuals for modern-day success, but as a record of a complex and sophisticated conceptualization of the role of warfare and all its components in the broader mission of the state.

ASIAN 306 Zen Buddhism (also RELST 306) @ # (IV)

Spring. 4 credits. Prerequisites: any course in Buddhism or Asian Studies (Religious Studies) 250, or consent of the instructor. Graduate students can take this course for credit and sign up for an additional credit hour for an extra session. J. M. Law.

This course is an exploration of the Zen tradition, with a core focus on central religious, historical and aesthetic developments in Japan. The course begins by situating the rise of the Ch'an tradition in China and the development of the Northern and Southern Schools. In Japan, we look at the establishment of Zen in the Kamakura period, with a focus on the developments of both Rinzai and Soto Zen, with a focus on the early transmissions of Chinese texts and practices to Japan through Japanese emissaries. To understand the developments of these two schools, we will study the lives and writings of both Eisai (1146-1215) and Dōgen (1200-1253), and also explore how their life works and writings influenced later developments in Zen. We also explore the work of the Tokugawa Zen figure Hakuin (1686-1769). In the latter part of the class, we study the ways in which Zen has become implicated in Japanese postwar identity discourses, by focusing on a critical reading of the writings of D. T. Suzuki and other writings which create an aestheticism as a central component of Japanese national identity. Includes fieldtrips to some of the largest Zen monasteries in North America. Japanese readings are available to those able to read Japanese.

[ASIAN 311 Modern Korean Culture and Literature @ (IV)]Spring. 4 credits. Not offered 2001-2002.
Staff.

A survey of the literature of the Post-Liberation period (1945-present), with an

emphasis on the development of modern Korean poetry and its relation to the intellectual history of this time. Students read major poetic texts of each period in English translation as well as writings on cultural movements and major arguments in intellectual history.]

ASIAN 312 Intellectuals in Early Modern Korea @ # (IV)

Fall. 4 credits. M. Shin.

An introduction to early modern Korean history (early 19th century to 1945) through a survey of its major intellectuals. The course gives an overview of the political and socio-economic background that gave rise to these intellectuals and then examines how they commented on and tried to shape the conditions of their times. Topics to be covered include critiques of feudal society, the origins of modern literature and historiography, socialism/communism, liberation movements, Christianity, and feminism. Readings include secondary sources, Korean texts in translation, and works by Korean intellectuals written in English.

[ASIAN 314 Europe and Its Others (also COM L 304) (IV)]Fall. 4 credits. Not offered 2001-2002.
N. Melas.

See COM L 304 for description.]

[ASIAN 347 Tantric Traditions (also RELST 349) @ # (IV)]Fall. 4 credits. Not offered 2001-2002.
D. Gold.

This course treats the development of tantric traditions in the Indian subcontinent and beyond. Philosophical, socio-religious, cultic, and visionary dimensions of tantra are discussed. We study different Hindu and Indo-Tibetan traditions, with some attention also paid to tantric developments in East Asian Buddhism.]

ASIAN 351 Indian Religious Worlds (also RELST 351) @ (IV)

Fall. 4 credits. D. Gold.

A study of religious traditions as lived today in the Indian subcontinent. Alongside some underlying similarities, attention is paid to differences in piety and practice within alternative environments: urban and rural, male and female, more and less orthodox. In addition to several Hindu traditions, Sikh, Jain, Buddhist, and Muslim traditions may also be treated. Readings include ethnologies and perhaps a novel.

[ASIAN 357 Chinese Religions (also RELST 357) @ # (IV)]Spring. 4 credits. Not offered 2001-2002.
D. Boucher.

This course presents a broad survey of Chinese religions from the earliest historic records through the late imperial and modern periods, from highbrow philosophical movements to local deity cults. Our survey focuses intensively on the great traditions of Confucianism, Taoism, and Buddhism as well as the lesser known practices that often fall through the cracks. Our goal in part is to trace patterns of continuity among competing and sometimes acrimonious voices.]

[ASIAN 358 Chinese Buddhism (also RELST 357) @ # (IV)]Fall. 4 credits. Not offered 2001-2002.
D. Boucher.

Buddhism was a mature tradition when it came to China, a society of great sophistication and antiquity, and in their remarkable

religious and cultural encounter both Buddhism and China were transformed. We consider Buddhism's introduction and acceptance, the social impact of its monastic system and moral ideals, the literary and artistic contributions of its scriptures and sculpture, the efflorescence of its doctrine and various schools, and its role in Chinese history.]

[ASIAN 359 Japanese Buddhism: Texts in Context (also RELST 359) @ # (IV)]

Spring. 4 credits. Not offered 2001–2002.
J. M. Law.

This course explores a number of major dynamics in Japanese Buddhism within the context of the larger Japanese religious ethos. We focus on the following: (1) strategies used in the introduction and spread of Buddhism in Japan, and systems of accommodation, with special attention to the *Lotus Sutra*; (2) the formulation of Buddhist doctrine and practice of four major figures in Japanese Buddhism: Saicho, Kukai, Nichiren, and Dogen; and (3) understandings of Buddhist practice expressed in the "new" religion, with Reiyukai as our case. Readings are in English, with optional readings in Japanese for graduate students.]

[ASIAN 360 Confucianism @ # (IV)]

Spring. 4 credits. K. Taylor.

This course surveys the major works and thinkers associated with Confucianism in China, Japan, Korea, and Vietnam. It also discusses the influence of Confucian thought upon rulers, societies, and individuals, from ancient to modern times. The focus of the course is on Confucianism as a moral philosophy of human relations. There is comparative discussion of Confucianism and other major world religions and philosophies.

[ASIAN 373 Twentieth-Century Chinese Literature @ (IV)]

Fall. 4 credits. E. Gunn.

A survey of the principal works in English translation, the course introduces fiction, drama, essays, and poetry of China beginning with the Republican era and continuing up to the present in the People's Republic and Taiwan, with attention to social and political issues and literary theory.

[ASIAN 374 Chinese Narrative Literature (also COM L 376) @ # (IV)]

Spring. 4 credits. E. Gunn.

Selected works in classical Chinese fiction are read in translation. Major novels, such as *The Dream of the Red Chamber* and *Water Margin*, are emphasized.

[ASIAN 383 Introduction to the Arts of China (also ART H 380 and ARKEO 380) @ # (IV)]

Fall. 4 credits. Not offered 2001–2002.

A. Pan.

See ART H 380 for description.]

[ASIAN 384 Representation and Meaning in Chinese Painting (also ART H 385) @ # (IV)]

4 credits. Not offered 2001–2002. A. Pan.

See ART H 385 for description.]

[ASIAN 385 History of Vietnam (also HIST 388/688) @ # (IV)]

Spring. 4 credits. Also fulfills Humanities requirement. K. Taylor.

This course is a survey of Vietnamese history and culture from earliest times to the present. Graduate students may enroll and attend a seminar section.

[ASIAN 390 The Sanskrit Epics @ # (IV)]

Spring. 4 credits. C. Minkowski.

Readings in translation from the two Sanskrit epics, the Mahabharata and the Ramayana, supported by a study of the reception of the epics in later Indian imaginative literature. Attention is also given to comparative theories of the epic in ancient Indo-European languages.

[ASIAN 394 The House and the World: Architecture of Asia (also ART H 395) @ # (IV)]

Spring. 4 credits. K. McGowan.

See ART H 395 for description.

[ASIAN 395 Classical Indian Philosophical Systems (also CLASS 395 and RELST 395) @ # (IV)]

Fall. 4 credits. Prerequisite: some background in philosophy or in classical culture. Not offered 2001–2002.

C. Minkowski.

A survey of the traditions of philosophical inquiry in ancient India, especially Nyaya, Sankhya, Mimamsa, and Vedanta. Topics include the origins in and relationships to the Vedas; the formation of distinct positions on such subjects as perception, language, identity, karma, and liberation; the dialogue with Buddhist, Jains, skeptics, materialist, and cynics; and new theistic models, particularly among the Saiva philosophers in Kashmir.]

[ASIAN 396 Southeast Asian History from the Eighteenth Century (also HIST 396) @ (III)]

Spring. 4 credits. T. Loos.

See HIST 396 for description.

[ASIAN 400 Tibetan Buddhism (also RELST 400) @ # (IV)]

Fall. 3 credits. Prerequisites: at least 1 course on Buddhism or Asian religions, or the permission of the instructor. Class size is limited to 15. Not offered 2001–2002.

J. M. Law.

This course is an exploration of the development of the Vajrayana tradition through a focus on the myths and stories about, and writings by central figures in, what is known in the west as Tibetan Buddhism. Following an overview of the historical development of this tradition, we explore the contributions made by several (mythico-historical) seminal thinkers in the tradition including Atisa, Naropa, Marpa, Milarepa, and Tsongkhapa, and explore how their life works reflect the process of adapting Buddhism to the Tibetan context. (We also include myths and stories about the mythical founder Padmasambhava.) Readings include primary source religious works written by or attributed to these figures, hagiographical accounts of their lives (their "biographies" and "autobiographies" and tributes to them by their disciples), and treatises and commentaries on their works which are influential in the formulation of the various schools of Tibetan Buddhism. In the final segment of the course, we explore the implications of exile for Tibetan Buddhism, and read several popular works by the Ven. Tenzin Gyatso (the fourteenth Dalai Lama), to show the dramatic changes made in the tradition as it reformulates itself in a more global context. Throughout this course, we direct our attention to dynamics of tradition formulation, articulation, and reformation as it changes throughout Tibetan history. In addition to two short writing assignments and a final research project, we take field trips to two regional Tibetan monasteries.]

[ASIAN 405 Global Tokyo (also S HUM 404) (III)]

Fall. 4 credits. Not offered 2001–2002.

T. Bestor.

See S HUM 404 for description.]

[ASIAN 407 Religion and Human Rights (also RELST 407) (IV)]

Spring. 3 credits. Prerequisite: permission of instructor. Limited to 15 students. Not offered 2001–2002. J. M. Law.

This course, open to advanced students with a strong background in either religious studies, human rights work, or international law pertaining to human rights, is an exploration of the various ways that the sub-disciplines within religious studies (hermeneutics, critical ideological studies, the sociology of religion, etc.) can shed light on our understanding of human rights issues. In particular, the course focuses on four intersections of religion and human rights: religious traditions as ideologies of oppression used to legitimate major human rights violations; religious tradition identification as the primary "subject relationships" causing certain people or groups to be targeted for persecution; religious traditions and doctrine as the motivation for certain human rights workers to campaign as advocates for victims; and the role of religious discourse in attempts at reconciliation after major human rights violations have occurred. Through specific cases (mostly Asian), students explore the methodological issues that each of these intersections raises. The focus of the course is on close readings of primary source documents (some in translation by necessity), context studies of historical and social events surrounding major violations of human rights, and preparation of public response papers for each of the cases studied. In addition to weekly writing assignments prepared as part of a portfolio of written work, students also prepare one group presentation for the class. This course is offered in conjunction with the Writing in the Majors Program.]

[ASIAN 410 Chinese Performing Arts @ (IV)]

Fall. 4 credits. Not offered 2001–2002.

E. Gunn.

The course surveys drama, music theater, and film in twentieth-century China. Some material requires knowledge of Chinese.]

[ASIAN 411 History of the Japanese Language (also LING 411) @ # (III)]

Fall. 4 credits. Not offered 2001–2002.

J. Whitman.

See LING 411 for description.]

[ASIAN 412 Linguistic Structure of Japanese (also LING 404) (III)]

Spring. 4 credits. Not offered 2001–2002.

J. Whitman.

See LING 404 for description.]

[ASIAN 415 Virtual Orientalisms (also S HUM 415 and COM L 418) @ # (IV)]

Spring. 4 credits. Enrollment limited to 25 students. Not offered 2001–2002.

B. de Bary.

A comparative study of representations of Japan in postwar French, American, and Japanese cultures. The course is particularly concerned with the role of virtual technologies in representations of Japan, as well as with a proliferation of late twentieth-century representations of Japan as a site of utopic or dystopic virtuality. Posing Orientalism as a broadly-based, but definitely not monolithic, ensemble of representational and regulatory

practices, we attend to differences in the historical context. Examples include: Roland Barthes' figuring of Japan as a "possibility of difference," or of "the very fissure of the symbolic" in post-1968 France, and Michael Crichton's more recent superimposition of a "Rising Sun" over processes of American racial hybridization, high-tech reproduction and alteration of images, and trade imbalances. Ambiguously represented as a culture of both the "chrysanthemum" (the hyper-aesthetic) and the "sword" (the hyper-phallic), with the advent of what some have called "techno-orientalism," Japan has increasingly become a preoccupation of technological and futurological imagination. We consider literary, filmic, and theoretical texts, as well as science fiction, video games, and fanzines.

ASIAN 416 Undergraduate Seminar on Gender and Sexuality in Southeast Asian History (also HIST 416) (III)

Fall. 4 credits. T. Loos.

See HIST 416 for description.

[ASIAN 417 Second Language Acquisition (also LING 415) (III)]

Spring. 4 credits. Not offered 2001-2002.

Y. Shirai.

See LING 415 for description.]

[ASIAN 427 Buddhist Monasticism (also RELST 425) @ # (IV)]

Fall. 4 credits. Not offered 2001-2002.

D. Boucher.

Buddhist monasticism has existed and continues to exist in the context of a complex exchange system within Buddhist cultures. The laity provide for the monks' and nuns' material needs; the mendicants, by accepting these offerings, provide an opportunity for spiritual merit and advancement for the faithful. This course explores Buddhist renunciant traditions—sedentary monks and nuns, forest hermits, revolutionary reformers, and others—in the light of this "religious capitalism." We consider the formation of this role for monks in Buddhist societies as well as attempts both to defend and to critique this exchange system within Buddhism. This course operates in a seminar format, which assumes careful reading, active participation, and independent research on the part of all students.]

ASIAN 428 Democracy and the City: East and West, Old and New (S HUM 402)

Fall. 4 credits. Limited to 15 students.

Permission of instructor. F. Jullien.

See S HUM 402 for description.

[ASIAN 429 Structure of the Chinese Language (also LING 429) @ (III)]

Fall. 4 credits. Not offered 2001-2002.

H. Tao.

See LING 429 for description.]

[ASIAN 430 Structure of Korean (also LING 430) (III)]

Spring. 4 credits. Not offered 2001-2002.

J. Whitman.

See LING 430 for description.]

ASIAN 431 Language, Religion, and Politics in Modern South Asia (IV)

Fall. 4 credits. F. Mir.

This course examines the modern formation of linguistic identities in South Asia with an emphasis on their role in religious nationalisms and movements for regional autonomy. Drawing on theoretical literature about language and identity to provide a framework, we explore particular movements in South

Asian history when linguistic identity became politically charged. Specific topics include: the role of Hindi, Urdu, and Punjabi in constituting, respectively, Hindu, Muslim, and Sikh nationalism in the colonial period; the relationship between linguistic identity and regional movements in post-colonial South Asia, looking specifically at Assamese and Tamil; the adoption of Urdu as the national language of Pakistan; and how regional identities and languages, particularly Bengali until the civil war of 1971, were subsumed under the rubric of Muslim unity.

ASIAN 432 Perspectives from Historiography, Literature, and Film (IV)

Spring. 4 credits. F. Mir.

The aim of the course is to familiarize students with the main historical arguments regarding India's partition, and to compare the narratives of partition as they emerge from different genres. The course looks at the primary historiographical arguments about the partition of British India and its immediate impact. It explores fictional narratives of partition events, looking primarily at short stories and excerpts from novels. Finally, it examines how the narrative of partition has been represented in Indian and Pakistani cinema. Students are encouraged to think about different forms of historical narrative and how historiography can incorporate multiple perspectives and interpretations into the understanding of a historical event by drawing on alternative sources.

[ASIAN 441 Mahayana Buddhism (also RELST 441) @ # (IV)]

Spring. 4 credits. Not offered 2001-2002.

D. Boucher.

By reading successive examples of Mahayana Buddhist literature, we study the formation and evolution of the ideal of the bodhisattva; the understanding of transcendental wisdom and the concept of emptiness; and the workings of both the conscious and subconscious mind in the course of spiritual practice. We include discussion of major philosophical schools, as well as issues of social setting and popular religious practice, in both India and East Asia.]

ASIAN 449 History and Methods of the Academic Study of Religion (also RELST 449) (III)

Spring. 4 credits. Prerequisite: 1 course satisfying the religious studies major.

D. Gold.

In this course we read and discuss formative works in the study of religion, exemplary modern studies, and commentaries on contemporary issues in the field. We first explore the rise of the analytic study of religion in the nineteenth century, contrasting the implications of romantic and enlightenment temperaments for academic method. We then examine some different disciplinary perspectives on religion developed in the twentieth century, with attention to exemplary writers. We conclude with some postmodern and postcolonial perspectives. In addition to the theoretical perspectives presented in the works read, we also pay attention to the ways in which they engage readers' imaginations and what they suggest about the characteristics of knowledge in Religious Studies.

ASIAN 450 Crime and Diaspora in Southeast Asian History (also HIST 451) @ # (III)

Fall. 4 credits. E. Tagliacozzo.

See HIST 451 for description.

ASIAN 460 Indian Meditation Texts (also RELST 460) @ # (IV)

Fall. 4 credits. D. Gold.

Because texts that record visionary experience prescribe the practice of contemplation, and present enigmatic utterances are highly valued in Indian tradition, they need to be taken seriously by students of Indian and world civilizations. Yet the special problems of interpretation that they present have often caused meditation texts to be passed over in embarrassed, sometimes reverent silence. In this course we draw on approaches from literary criticism, anthropology, and religious studies to explore a number of the problems to which these texts give rise: in what ways are the apparent differences in experience presented in meditation texts shaped by different cosmologies and ritual practice? Do different literary genres have particular religious implications? What are the relations between convention and experience in the creation of the texts? Readings are drawn from the Upanishads and Tantra, devotional verse in the vernaculars, and the classical meditation manuals of Hinduism and Buddhism. Some attention may be given to Indian Sufi materials. No knowledge of Indian languages is required.

[ASIAN 463 Readings in Hindi and Urdu Literature @ (IV)]

Spring. 4 credits. Not offered 2001-2002.

D. Gold.

Selected topics in Hindi and Urdu literature, with readings in the original; discussions in Hindi-Urdu and English. May be repeated for additional credit with consent of instructor.]

[ASIAN 471 Japanese Theatre (also THEAT 471) @ # (IV)]

Fall. 4 credits. Alternates with ASIAN 470.

Not offered 2001-2002. K. Brazell.

A study of traditional forms of Japanese theatre. Topics include ritual and theatre, *noh* and *kyogen*, *kabuki*, and the puppet theatres, and contemporary theatrical use of the traditional forms. Special emphasis is placed on dramaturgy, acting styles, performance aesthetics, and theories of performer training.]

[ASIAN 476 Senior Seminar: Comparative Colonial Law and Society (also HIST 476 and WOMNS 476) @ (III)]

Fall. 4 credits. Letter grade only. Limited to 15 students. Not offered 2001-2002.

T. Loos.

See HIST 476 for description.]

[ASIAN 479 Art of the T'ang Dynasty (also ART H 481) @ # (IV)]

Spring. 4 credits. Not offered 2001-2002.

A. Pan.

See ART H 481 for description.]

[ASIAN 481 Translation and Identities @ (IV)]

Spring. 4 credits. Not offered 2001-2002.

N. Sakai.

Translation establishes a division of two spheres and thereby marks the limit of what can be expressed in one medium. Broadly understood, translation can take place not only between two national languages but also at a variety of boundaries within a putatively single society. The seminar investigates

different economies of translation by which different social and cultural identities are constructed, emphasizing the disappearance of multi-lingualism in modern nation-state and the mutation of translation economies which gave rise to new ways of imagining the organicist unity of the society in eighteenth-century and twentieth-century Japan. Seminar readings are translations of pre-modern Japanese and Chinese writings, and modern European and Japanese philosophical articles (in English).]

[ASIAN 482 Seminar: Gender Adjudicated (also HIST 480) # (III)]

Fall. 4 credits. Not offered 2001–2002.

T. Loos.

See HIST 480 for description.]

ASIAN 483 Internationalism, Nationalism, and Modern Japanese Discursive Space @ (III)

Spring. 3 credits. N. Sakai.

The late nineteenth century marks an important transitional period; nation-states formed in Britain, France, Japan, Germany, the United States, and elsewhere sought to become imperial powers; and "internationalism" virtually collapsed. Focusing on Japanese examples, but not excluding other cases, we study the discursive spaces of modern national subjectivity with a view to the problems of ethnicity, colonialism, imperial sexism, violence, historical memory, post-coloniality and academic knowledge. A major critical paper is required.

ASIAN 486 Ritual and Performance in Japanese Religions (also REL ST 486) (IV)

Spring. 4 credits. Class size limited to 12. Prerequisites: instructor consent for undergraduates. Ability to read Japanese is not required, but there are optional readings in Japanese. Graduate students may sign up for this as a graduate level course. J M Law.

In the last fifty years in Japan, there has been a proliferation of revived, restored, invented and newly created folk performing arts throughout the country. This course is an exploration of this phenomenon, and its relationship to Japanese religion. The course begins with an overview of the major theoretical works relating to tradition creation, revitalization and invention, with a focus on ritual performance theory. With this theoretical basis, we explore several paradigmatic cases classified as "folk performing arts" (*minzoku geinō*) which are directly related to overtly religious concerns. Through these cases, we see how both national and local identity discourses are being worked out through public ritual performances. Each student also has an opportunity to conduct in-depth research on one ritual performance tradition, or a given aspect of critical theory relating to ritual studies. This course is recommended for upper level undergraduates with the consent of the instructor or graduate students.

ASIAN 490 Tales of the Heike (also HIST 490) @ # (III)

Fall. 4 credits. J. R. Piggott.

See HIST 490 for description.

[ASIAN 491 Art and Collecting: East and West (also ART H 490) @ # (IV)]

Spring. 4 credits. Not offered 2001–2002.

K. McGowan.

See ART H 490 for description.]

ASIAN 493 Problems in Modern Chinese History (also HIST 493) @ (III)

Fall. 4 credits. S. Cochran.

See HIST 493 for description.

ASIAN 496 Tokugawa Literature and Thought @ # (IV)

Spring. 4 credits. N. Sakai.

An introduction (in English translation) to literary, theatrical, and intellectual works of the Tokugawa period (1600–1868). We examine the characteristics of early Tokugawa literary and theatrical works and see how different they are from the literary works of the later Tokugawa period. We also read the philosophical and philological works on the classics by writers such as Ogyu Sorai and Motoori Norinaga to understand the ways contemporary Japanese intellectuals understood cultural activities and literature during the Tokugawa period.

ASIAN 499 Problems in Modern Chinese History (also HIST 499) @ (III)

Spring. 4 credits. S. Cochran.

See HIST 499 for description.

ASIAN 580 Problems in Asian Art: Water and Politics in Southeast Asia (also ART H 580)

Spring. 4 credits. K. McGowan.

See ART H 580 for description.

ASIAN 597 Japan Before 1600 (also HIST 597)

Fall. 4 credits. J. Piggott.

See HIST 597 for description.

Asia—Graduate Seminars

For complete descriptions of courses numbered 600 or above, consult the director of graduate studies.

[ASIAN 601 Southeast Asia Seminar: Indonesia (also GOVT 652)]

Fall. 3–4 credits. Not offered 2001–2002.

J. Siegel.

The course serves as an introduction to Indonesia, considered in several dimensions: nationalist Indonesia, ethnic Indonesia, the recent history of nationalism and the politics of the present, minority problems, etc. No knowledge of Indonesian is required.]

ASIAN 602 Southeast Asia Seminar

Fall or spring. 4 credits. Staff.

ASIAN 603 Southeast Asia Topical Seminar: Sociology of Natural Resources and Development (also R SOC 607)

Spring. 3 credits. P. Gellert.

Building on theories in the sociology of development, this seminar examines the role of natural resource extraction, processing, and exports to global markets in the development trajectories of nations in Asia, Africa, and Latin America. This course engages students in both theoretical debates and practical implications of resource access, control, and conflict amongst various social stakeholders. Detailed historical cases are examined, primarily from Southeast Asia (Indonesia, Malaysia, Philippines).

[ASIAN 604 Southeast Asia Topical Seminar]

Spring. 3–4 credits. Not offered 2001–2002. Staff.]

ASIAN 605–606 Master of Arts Seminar in Asian Studies

605, fall; 606, spring. 2–4 credits. Staff.

[ASIAN 609 Modern Japanese Studies: The Formation of the Field in History and Literature (also HIST 609)]

Spring. 4 credits. Not offered 2001–2002.

N. Sakai, J. V. Koschmann, B. de Bary.

See HIST 609 for description.]

[ASIAN 610 SLA and the Asian Languages (also LING 609)]

Fall. 4 credits. Not offered 2001–2002.

Y. Shirai.

See LING 609 for description.]

ASIAN 612 Japanese Bibliography and Methodology

Fall. 1 credit. Prerequisite: permission of instructor. Required of honors students and M.A. candidates. F. Kotas.

ASIAN 613 Southeast Asian Bibliography and Methodology

Fall. 1 credit. Prerequisite: permission of instructor. A. Riedy.

This course is designed to instruct students in methods of identifying and locating resources for the study of Southeast Asia. Emphasis is on the practical aspects of using various types of bibliographical tools to identify both primary and secondary sources in Southeast Asian and Western languages. Electronic databases and online services as well as traditional printed resources are covered. Relevant arcana of library science is explained as necessary. Required of honors students and Master of Arts candidates. No foreign language competence is required but a reading knowledge of at least one Southeast Asian language or other Asian language (especially Chinese or Japanese) and a major European language (especially French, Spanish, or Dutch) is highly desirable.

[ASIAN 623–624 Topics in South Asia]

623, fall; 624, spring. 1 credit. Not offered 2001–2002. Staff.

A series designed to introduce as well as enhance and build on students' knowledge of various topics of importance to South Asia (Bangladesh, India, Nepal, Pakistan, and Sri Lanka). Weekly lectures survey contemporary themes in South Asian scholarship where visiting scholars and members of the Cornell community discuss a multidisciplinary range of issues. These may include science and nation building; ritual power and resistance; tribal communities and the environment; industrial and agrarian relations; gender and the media; and economic liberalization. A short essay is required at the end of the course.]

ASIAN 648 Peddlers, Pirates, and Prostitutes: Subaltern Histories of Southeast Asia, 1800–1900 (also HIST 249/648)

Spring. 4 credits. E. Tagliacozzo.

See HIST 648 for description.

ASIAN 651 Crime and Diaspora in Southeast Asian History (also HIST 451/650)

Fall. 4 credits. E. Tagliacozzo.

See HIST 650 for description.

ASIAN 684 Southeast Asia in the World System: Capitalism and Incorporation, 1500–Present (also HIST 284/684)

Fall. 4 credits. E. Tagliacozzo.

See HIST 684 for description.

ASIAN 685 History of Vietnam (also HIST 388/688)

Spring. 4 credits. K. Taylor.

This course is a survey of Vietnamese history and culture from earliest times to the present. Graduate students may enroll and attend a seminar section.

ASIAN 690 Tales of the Heike (also HIST 490/690)

Fall. 4 credits. J. R. Piggott.

ASIAN 693 Problems in Modern Chinese History (also HIST 693)

Fall. 4 credits. S. Cochran.

See HIST 693 for description.

ASIAN 694 Problems in Modern Chinese History (also HIST 694)

Spring. 4 credits. S. Cochran.

See HIST 694 for description.

ASIAN 696 Modern Southeast Asia: Graduate Proseminar (also HIST 396)

Spring. 4 credits. T. Loos.

See HIST 696 for description.

ASIAN 701-702 Seminar in East Asian Literature

701, fall; 702, spring. 1-4 credits. Staff.

ASIAN 703-704 Directed Research

703, fall or spring; 704, fall or spring. 1-4 credits. Staff.

ASIAN 899 Master's Thesis Research

Fall, spring. 2-4 credits. Staff.

ASIAN 999 Doctoral Dissertation Research

Fall, spring. 2-4 credits. Staff.

Honors Courses

ASIAN 401 Asian Studies Honors Course

Fall or spring. 4 credits. Intended for seniors who have been admitted to the honors program. Staff.

Supervised reading and research on the problem selected for honors work.

ASIAN 402 Asian Studies Honors: Senior Essay

Fall or spring. 4 credits. Prerequisite: admission to the honors program. Staff.

The student, under faculty direction, prepares an honors essay.

ASIAN 403-404 Asian Studies Supervised Reading

Fall, spring, or both. 1-4 credits. Prerequisite: permission of instructor. Open to majors and other qualified students. Intensive reading under the direction of a member of the staff.

Bengali

BENGL 121-122 Elementary Bengali

121, fall; 122, spring. 4 credits each term.

BENGL 122 provides language proficiency. Prerequisite: for BENGL 122, BENGL 121 or examination. Staff.

The emphasis is on basic grammar, speaking, and comprehension skills; Bengali script is also introduced.

BENGL 201-202 Intermediate Bengali Reading

201, fall; 202, spring. 3 credits each term.

BENGL 202@ provides language proficiency. Prerequisites: for BENGL 201, BENGL 122 or examination; for BENGL 202, BENGL 201 or examination. Staff.

Continuing instruction in grammar with attention to speaking and reading skills.

BENGL 203-204 Intermediate Bengali Composition and Conversation

203, fall; 204, spring. 3 credits each term.

BENGL 204@ provides language proficiency. Prerequisites: for BENGL 203, BENGL 122 or examination; for BENGL 204, BENGL 203 or examination. Staff.

Continuing instruction in grammar with attention to writing skills.

BENGL 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

BENGL 303-304 Bengali Literature I, II

303, fall; 304, spring. 4 credits each term.

Prerequisites: BENGL 203-204 or equivalent. Staff.

An introduction to noted Bengali writers. Selections of works by Rabindranath Tagore and Abanindranath Tagore and short stories by Bonophul are covered. The course is devoted to reading these works and developing literary criticism and creative writing in Bengali.

Burmese

NOTE: Contact S. Tun in Morrill Hall 405 before classes begin for placement or other testing and organizational information.

BURM 103-104 Burmese Conversation Practice

103, fall; 104, spring. 2 credits each term.

Prerequisites: for BURM 104, BURM 103 and BURM 121. May not be taken alone. Must be taken simultaneously with BURM 121-122. Satisfactory completion of BURM 104/122 fulfills the qualification portion of the language requirement. S. Tun.

Additional drills, practice, and extension of materials covered in BURM 121 and 122. These courses are designed to be attended simultaneously with BURM 121-122 respectively, allowing students to obtain qualification within a year.

BURM 121-122 Elementary Burmese

121, fall; 122, spring. 4 credits each term.

BURM 122 provides language qualification. Prerequisite: for BURM 122, BURM 121. May be taken alone or simultaneously with BURM 103-104. Satisfactory completion of BURM 104/122 fulfills the qualification portion of the language requirement. S. Tun.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

BURM 123 Continuing Burmese

Fall. 4 credits. *Provides language qualification.*

Prerequisite: BURM 122. Satisfactory completion of BURM 123 fulfills the qualification portion of the language requirement. S. Tun.

Continuing instruction in conversational and reading skills, to prepare students for 200-level courses.

BURM 201-202 Intermediate Burmese Reading @

201, fall or spring; 202, fall or spring. 3 credits each term.

BURM 201 provides language proficiency. Prerequisites: for BURM 201, BURM 123; for BURM 202, BURM 201. S. Tun.

Continuing instruction in Burmese, with emphasis on consolidating and extending conversational skills, and on extending reading ability.

BURM 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. S. Tun.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

BURM 301-302 Advanced Burmese

301, fall or spring; 302, fall or spring.

3 credits each term. Prerequisites: for BURM 301, BURM 202 or permission of instructor; for BURM 302, BURM 301. S. Tun.

Continuing instruction on conversational and literary skills, but with special emphasis on reading. Students encounter various genres and styles of written Burmese. Readings will include articles on current events, and either several short stories or a novel. Focus is on developing reading skills, particularly on vocabulary development, consolidating and expanding grammar, and appreciating stylistic and cultural differences.

BURM 303-304 Advanced Burmese II

303, fall or spring; 304, fall or spring. 3 credits each term.

Prerequisite: for BURM 303, BURM 202 or permission of instructor; for BURM 304, BURM 303. S. Tun.

This is a course for students who have good conversational ability in Burmese and some familiarity with Burmese culture, but who need to strengthen reading skills and further enrich their vocabulary. Students in consultation with the instructor, are able to select reading materials. There is also an opportunity for those who need it, to strengthen listening skills, through the study of current films, TV, and radio programs in Burmese.

BURM 401-402 Directed Individual Study

401, fall; 402, spring. 2-4 credits variable

each term. Prerequisite: permission of instructor. S. Tun.

This course is designed to accommodate the needs of advanced or specialized students, and faculty interests. Topics of reading and discussion are selected on the basis of student need.

Cambodian

See Khmer.

Chinese

NOTE: Testing for placement, except for those with near-native abilities (particularly those schooled in a Chinese setting up until the age of about 12) takes place in registration week, before classes begin. Time and place will be posted on the web at www.arts.cornell.edu/asian/index.html under "Language Programs" and the bulletin board outside Rockefeller 388. Students with some Chinese schooling who want to obtain 3 or 6 credits for their proficiency will be tested at the beginning of the second week of classes. Again, the time and place will be announced.

CHIN 101-102 Elementary Standard Chinese ('Mandarin')

101, fall; 102, spring. 6 credits each term. Prerequisite: for CHIN 102, CHIN 101, or equivalent. You must enroll in lecture and 1 section. Since each section is limited to 10-12 students, students missing the first 2 class meetings without a university excuse are dropped so others may register. No student will be added after the second week of classes. Satisfactory completion of CHIN 102 fulfills the qualification portion of the language requirement. Staff.

A course for beginners or those who have been placed in the course by examination. The course gives a thorough grounding in conversational and reading skills. Students with some facility in the spoken language (because Chinese is spoken at home) but who do not read characters should take 109-110. Students who read Chinese, but who speak 'dialects,' such as Cantonese or Amoy, should consult with the staff before enrolling.

CHIN 109-110 Beginning Reading and Writing (Standard Chinese)

109, fall; 110, spring. 4 credits each term. *CHIN 110 provides language qualification.* Prerequisites: must have permission of instructor to enroll. Students who complete CHIN 110 normally continue with CHIN 209 and 210. Because of high demand for this course, students missing the first 2 meetings without a university excuse are dropped so others may register. Satisfactory completion of CHIN 110 fulfills the qualification portion of the language requirement. F. Lee Mehta.

This course is intended primarily for students who speak some Chinese (e.g., at home), but who have had little or no formal training. The focus is on characters, reading comprehension, basic composition, standard grammar, and reading aloud with standard Chinese ('Mandarin') pronunciation.

CHIN 111-112 Elementary Cantonese

111, fall; 112, spring. 4 credits each term. Prerequisite: for CHIN 112, CHIN 111 or equivalent. CHIN 111-112 only satisfies the qualification portion of the language requirement if the student can also demonstrate a comparable reading ability. H. Huang.

A course in conversational standard Cantonese (as spoken in Hong Kong and Canton) for beginners. Students need not have a Mandarin background to take this course, but those with elementary reading skills are also introduced to Cantonese (character) writing.

CHIN 113-114 Beginning Reading for Cantonese Speakers

113, fall; 114, spring. 3 credits each term. *CHIN 114 provides language qualification.* Prerequisite: everyday conversational ability in Cantonese. H. Huang.

This course is intended primarily for students who speak some Cantonese (e.g., at home), but who have had little or no formal training in writing. The focus is on characters, reading comprehension, standard grammar, and reading aloud with Cantonese pronunciation.

CHIN 201-202 Intermediate Standard Chinese ('Mandarin') @

201, fall or summer; 202, spring or summer. 4 credits each term. *CHIN 201 provides language proficiency.* Prerequisites: for CHIN 201, CHIN 102 with a grade of C+ or above or equivalent; for CHIN 202, CHIN 201 or equivalent. Section 1, Q. Teng; Section 2, Staff.

Continuing instruction in written and spoken Chinese with particular emphasis on consolidating basic conversational skills and improving reading confidence and ability.

CHIN 209-210 Intermediate Reading and Writing @

209, fall; 210, spring. 4 credits each term. *CHIN 209 provides language proficiency.* Prerequisites: for CHIN 209, CHIN 110 or equivalent; CHIN 210, CHIN 209. After completing 210, students may only take 400-level courses in Chinese. X. Sun.

Continuing focus on reading and writing for students with spoken background in standard Chinese; introduction of personal letter writing and other types of composition.

CHIN 211-212 Intermediate Cantonese @

211, fall; 212, spring. 4 credits each term. *CHIN 211 provides language proficiency.* H. Huang.

Continuing instruction in spoken Cantonese and in characters (Cantonese and Mandarin), reading comprehension, and reading aloud with Cantonese pronunciation.

CHIN 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times arranged with instructor.

CHIN 301-302 High Intermediate Chinese

301, fall; 302, spring. 4 credits each term. Prerequisites: for CHIN 301, CHIN 202 or equivalent; for CHIN 302, CHIN 301. F. Lee-Mehta.

Continuing instruction in spoken Chinese and in various genres and styles of written Chinese.

CHIN 411-412 Advanced Chinese: Fiction, Reportage, Current Events

411, fall; 412, spring. 4 credits each term. Prerequisites: for CHIN 411, CHIN 302 or equivalent; for CHIN 412, CHIN 411 and permission of instructor required. Q. Teng.

Reading, discussion, and composition at advanced levels.

CHIN 425 Special Topics

Fall or spring, according to demand. 4 credits. Prerequisite: permission of instructor. Staff.

A number of different topics in advanced Chinese language, advertised the previous semester, are offered under this title to accommodate the needs of advanced or specialized students, and take advantage of faculty interests. Topics include: correspondence and composition, excerpts from classical novels, Ch'ing documents, xiesheng comedy routines, etc. May be repeated for credit.

Chinese FALCON (Full-year Asian Language CONcentration)

For full information, brochures, etc., see the FALCON secretary 125 Rockefeller Hall
e-mail: falcon@cornell.edu or
www.arts.cornell.edu/asian/falcon.htm.

CHIN 160 Introductory Intensive Mandarin

Summer only. 8 credits. *Provides language qualification.* Completion of 160 fulfills the qualification portion of the language requirement. S. Hoare and staff.

Introduction to spoken and written Mandarin. Lectures on linguistic and cultural matters, intensive practice with native speakers, and laboratory work. Students who complete this course with a grade of at least B are normally eligible to enroll in CHIN 201.

CHIN 161-162 Intensive Mandarin @

161, fall; 162, spring. 16 credits each term. *Provides language proficiency.* Prerequisites: for CHIN 161, CHIN 160 or equivalent or permission of instructor; for CHIN 162, CHIN 161 or placement by FALCON staff prior to beginning of spring term. Students must apply formally to the program; application open to all Cornell students and students from other institutions. S. Hoare and staff.

Work on spoken and written Chinese from an intermediate level to an advanced level. This is a full-time program and full academic load; the demands of the program do not normally permit students to take other courses simultaneously. With a sequence of 160, 161, and 162, in only one calendar year a student can complete as much Chinese as would be contained in three or more years of regular study at most academic institutions. This course sequence also serves to fulfill the language requirement for the MA in Asian Studies and the joint MBA/MA in Asian Studies.

Literature in Chinese**CHLIT 213-214 Introduction to Classical Chinese @ #**

213, fall; 214, spring. 3 credits each term. *Provides language proficiency.* Prerequisite: qualification in Chinese or permission of instructor. May be taken concurrently with CHIN 101-102, 201-202, 301-302. R. McNeal, D. X. Warner.

This course is an introduction to the fundamental grammar and vocabulary of classical Chinese. Students analyze and translate short passages in class, and are tested on these skills in regular quizzes and examinations. Students should be competent in usage of the Chinese script and have at least the equivalent of two years of any East Asian language that employs the Chinese writing system (e.g., Mandarin, Cantonese, Japanese).

CHLIT 300 Reading from the Early Masters @ #

Spring. 4 credits. Prerequisites: CHLIT 213-214 or permission of instructor. R. McNeal. Students read and discuss several passages from early classical texts, including the Confucian Analects, the Mozi, the Guanzi, and others. Attention is paid to grammar, historical context, and methodology. Students who have not completed one year of classical Chinese at Cornell need permission from the instructor to register.

CHLIT 307 Readings in Classical Chinese Literature @

Fall. 4 credits. Prerequisite: CHLIT 214 or permission of instructor. D. Warner.

This is an introduction to classical Chinese literary texts. Students survey a selection of master works from the Pre-Qin and Han dynasty periods, covering the major genres, themes and literary styles that were foundational to later Chinese literary tradition.

CHLIT 421-422 Directed Study

Fall or spring. 2-4 credits each term.

Prerequisite: permission of instructor. Staff. Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop course content.

CHLIT 423 Readings in Chinese History @

Fall. 4 credits. Staff.

This course is designed for seniors and graduate students who are interested in ethnic relations and minority issues in Chinese history, and who wish to pursue further research in this field in the future. By studying the selected readings from Chinese historical documents (which were written in classical Chinese), students familiarize themselves with the vocabulary and categorization of the documents, obtain the basic skills needed for reading and analyzing Chinese historical materials, and learn to use original Chinese source materials in conducting their own research. The aim is to provide insight into the historical relations between the Han Chinese and ethnic minorities in China.

CHLIT 435 Chinese Buddhist Texts @ # IV

Spring. 4 credits. Prerequisite: 1 year of literary Chinese or permission of the instructor. Not offered 2001-2002. D. Boucher.

This seminar is designed to introduce students to the idiom of Buddhist Chinese. We start by reading selections from the early translations to gain a grounding in the vocabulary and syntax that came to characterize literary Buddhism in China. From there we survey some of the so-called apocryphal texts (Buddhist "sutras" produced in China) and look at samples from important writers and schools, depending on student interests. This course is open to students in any area of East Asia with an interest in developing skills in Buddhist texts.

[CHLIT 610 Chinese Cultural Criticism

Fall. 4 credits. Not offered 2001-2002. E. Gunn.

This course develops questions about cultural criticism of China through reading and discussion of modern critiques of Chinese culture, primarily from the late Qing to the post-Mao era, selected from the work of both Chinese and Western critics. Particular emphasis is placed on the role of cultural criticism in producing literature.]

CHLIT 615 Seminar: Ideas and Literature of Medieval China

Spring. 4 credits. D. Warner.

This is a graduate-level seminar that offers study of the language and genres of Medieval Chinese literature in the context of Medieval Chinese intellectual history. Students read from a range of primary works—including poetry, prose, literary treatises, philosophical essays, and historical writings—from the Later Han to the Sui and early Tang, in addition to a selection of modern scholarly essays in the

field. Our primary aim is to re-examine the interrelationship between the history of ideas and the formation of a medieval poetics during this period of Chinese literary history.

CHLIT 618 Seminar on Ancient China

Fall. 4 credits. Also fulfills Humanities requirement. Prerequisite: CHLIT 213-214 or permission of instructor. R. McNeal.

This seminar provides graduate students and advanced undergraduates with a critical introduction to the most important sources, both textual and archaeological, for the study of ancient China. We cover materials from the earliest historical period, circa 1300 B.C., down to the consolidation of empire in the first century B.C. Outstanding problems and controversies pertaining to this period are covered, and basic methodological tools presently used by historians, textual critics, paleographers, and archaeologists are addressed. Students participate in the seminar by taking responsibility for presenting on certain topics in detail, some of which may include topics related to their own research or interests.

CHLIT 621-622 Advanced Directed Reading: Chinese Historical Syntax

621, fall; 622, spring. 2-4 credits. Prerequisite: permission of instructor. Staff.

Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop class readings.

Hindi**HINDI 101-102 Elementary Hindi-Urdu**

101, fall; 102, spring. 6 credits each term.

HINDI 102 provides language qualification. Prerequisite: for HINDI 102, HINDI 101 or equivalent. M. Farooqi.

A semi-intensive course for students without prior experience in Hindi-Urdu or a closely related language. A thorough grounding is given in all language skills: listening, speaking, reading, and writing. Students who have had exposure to Hindi-Urdu or a closely related language in the home or otherwise should generally take HINDI 109-110. Check with instructor regarding placement.

HINDI 109-110 Accelerated Elementary Hindi-Urdu

109, fall; 110, spring. 3 credits each term.

HINDI 110 provides language qualification. Prerequisite for HINDI 110: HINDI 109 or equivalent. M. Farooqi.

An entry-level sequence for students with some prior exposure to Hindi-Urdu or a closely related language. This course sequence provides a thorough grounding in all the language skills: listening, speaking, reading, and writing. Completion of this sequence, including satisfactory performance on an examination given at the end of HINDI 110, constitutes a level of performance equal to that of the 101-102 sequence, and is thus considered to fulfill qualification for the language requirement plus eligibility for 200-level Hindi-Urdu courses. Check with instructor regarding placement.

HINDI 201-202 Intermediate Hindi Reading @

201, fall; 202, spring. 3 credits each term.

HINDI 201 provides language proficiency.

Prerequisites: for HINDI 201, HINDI 102; for HINDI 202, HINDI 201 or permission of instructor. M. Farooqi.

HINDI 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term.

HINDI 203 provides language proficiency.

Prerequisites: for HINDI 203, HINDI 102; for HINDI 204, HINDI 203 or permission of instructor. M. Farooqi.

Throughout this course sequence all aspects of language learning are practiced: listening, speaking, reading, and writing. In 203, video materials are used and the emphasis is on the conversational aspect of the language. In 204, the focus shifts to reading skills and the main text used is a popular novel.

HINDI 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. M. Farooqi.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

HINDI 301-302 Advanced Readings in Hindi Literature

301, fall; 302, spring. 4 credits each term.

Prerequisites: for HINDI 301, HINDI 202; for HINDI 302, HINDI 301 or equivalent. M. Farooqi.

Selected readings in modern Hindi literature.

Indonesian

For students who have completed INDO 121-122-123 or its equivalent there is the option of a one-semester program in Malang, East Java, during the junior year. The program combines a variety of cultural and artistic options with area course work and advanced language study. Complete information is available through Cornell Abroad.

Students who have completed a minimum of 18 credits or the equivalent are eligible to apply for a summer program in the Advanced Indonesian Abroad Program. Further information is available from Professor John Wolff (217 Morrill Hall, 255-0733).

INDO 121-122 Elementary Indonesian

121, fall; 122, spring. 4 credits each term.

Prerequisite: for INDO 122, INDO 121. J. Wolff and staff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

INDO 123 Continuing Indonesian

Fall. 4 credits. *Provides language qualification.*

Prerequisite: INDO 122 or equivalent. Satisfactory completion of INDO 123 fulfills the qualification portion of the language requirement.

J. Wolff and staff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings and sharpens listening skills.

INDO 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term.
INDO 203 provides language proficiency.
 Prerequisites: for INDO 203, INDO 123; for INDO 204, INDO 203 or permission of instructor. J. Wolff and staff.

Intermediate instruction in spoken and written grammar and reading comprehension.

INDO 205-206 Intermediate Indonesian @

205, fall; 206, spring. 3 credits each term.
INDO 205 provides language proficiency.
 Prerequisites: for INDO 205, INDO 123 or equivalent; for INDO 206: INDO 205 or equivalent. Satisfactory completion of INDO 205 fulfills the proficiency portion of the language requirement. J. Wolff and staff.

This course develops all four skills: reading, writing, speaking, and comprehension.

INDO 300 Directed Studies

Fall or spring. 1-4 credits variable.
 Prerequisite: permission of instructor. J. Wolff.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

INDO 305-306 Directed Individual Study

305, fall; 306, spring. 2-4 credits. Prerequisites: INDO 301-302 and 303-304 or equivalent knowledge of Indonesian or Malay. J. Wolff and staff.

A practical language course on an advanced level in which the students read materials in their own field of interest, write reports, and meet with the instructor for two hours a week for two credits and twice a week for four credits.

Japanese**JAPAN 101-102 Elementary Japanese**

101, fall; 102, spring. 6 credits each term.
JAPAN 102 provides language qualification. Prerequisite for JAPAN 102: JAPAN 101 or placement by the instructor during registration period. Intended for beginners or for those who have been placed in the course by examination. You must enroll in lecture and 1 section. R. Sukle and staff.

A thorough grounding in all four language skills—speaking, hearing, reading, writing—at the beginning level, but with a special emphasis on oral communication and actual use of the language in social context. Homework for the course is largely work on the skill aspects of language through practice in the language lab with tapes or CD-ROM. The lecture provides explanation, analysis, and cultural background necessary for successful interaction with Japanese people. The sections are conducted entirely in Japanese. Materials covered are not the same as for JAPAN 141-142.

[JAPAN 121-122 Continuing Japanese

Fall. 6 credits. Prerequisite: placement by the instructor at beginning of semester. Sections will co-meet with JAPAN 101-102 sections. Not offered 2001-2002. Staff.

Accelerated training in listening, speaking, reading, and writing with special emphasis on oral communication. For students who have already acquired a limited facility in Japanese through residence in Japan or through brief formal study and require fewer contact hours per week.]

JAPAN 141-142 Beginning Japanese at a Moderate Pace

141, fall; 142, spring. 4 credits each term.
 Prerequisite for JAPAN 142: JAPAN 141 or placement by instructor during registration period. Y. Shirai and staff.

Beginning level training in listening, speaking, reading, and writing, with more emphasis on written skills than JAPAN 101-102. Classroom activities focus on oral communication skills. Homework for the course is largely written exercises. Fewer credits and fewer class contact hours than JAPAN 101-102; the course meets five hours per week (MTWRF). Materials covered are not the same materials as JAPAN 101-102.

JAPAN 201-202 Intermediate Japanese Conversation @

201, fall and summer; 202, spring and summer. 4 credits each term. *JAPAN 201 provides language proficiency.* Prerequisites: for JAPAN 201, JAPAN 102 or placement by the instructor during registration; for JAPAN 202, JAPAN 201 and 203 or placement by the instructor during registration. You must enroll in lecture and 1 section. Students enrolled in JAPAN 201 are strongly urged to enroll concurrently in JAPAN 203. Y. Katagiri.

Course topics include the reading of elementary texts with emphasis on practical materials, and the development of writing skills.

JAPAN 203-204 Intermediate Japanese Reading I @

203, fall; 204, spring. 2 or 3 credits each term. *JAPAN 203 provides language proficiency.* Prerequisites: for JAPAN 203, JAPAN 102, or placement by the instructor during registration; for JAPAN 204, JAPAN 203 or placement by the instructor during registration. You must enroll in lecture and 1 section. N. Nakada.

Reading of elementary texts emphasizing practical materials, with development of writing skills.

JAPAN 241-242 Intermediate Japanese at a Moderate Pace

241, fall; 242, spring. 4 credits each term.
JAPAN 241 provides language qualification. *JAPAN 242@ provides language proficiency.* Prerequisites: for JAPAN 241, JAPAN 142 or placement by instructor during registration period; for JAPAN 242, JAPAN 241 or placement by instructor. Y. Kawasaki and K. Selden.

Training in listening, speaking, reading, and writing for those students who have acquired a basic beginning-level command.

[JAPAN 251-252 Elementary/Intermediate Japanese @

251, fall; 252, spring. 4 credits each term.
JAPAN 251 provides language proficiency. Prerequisites: for JAPAN 251, JAPAN 160 or placement by instructor during registration period; for JAPAN 252, JAPAN 251, 102, or placement by instructor during registration period. Not offered 2001-2002. Y. Nakanishi-Whitman.

Training in listening, speaking, reading, and writing for those students who have acquired a basic beginning-level command. Provides an alternate choice for students who find it difficult to schedule the more intensive JAPAN 201/203 and 202/204 into their schedules: MBA students, engineering students, hotel school students, arts college students, and others identical with 541-552. Can be followed by JAPAN 351-352.]

JAPAN 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times arranged with instructor.

JAPAN 301-302 Communicative Competence @

301, fall; 302, spring. 3 credits each term.
 Prerequisites: for JAPAN 301, JAPAN 202 and placement by the instructor during registration; for JAPAN 302, JAPAN 301 or placement by the instructor during registration. Y. Katagiri.

This is a course for students who have learned basic Japanese grammar and oral skill and would like to use the language for natural conversation and effective oral communication. The course is intended to: (1) expand vocabulary for daily life use; (2) brush up on knowledge of basic grammar for fluency; and (3) develop communicative skills for varied situations.

JAPAN 303-304 Intermediate Japanese Reading II @

303, fall; 304, spring. 4 credits each term.
 Prerequisites: for JAPAN 303, JAPAN 202 or placement by the instructor during registration; for JAPAN 304, JAPAN 303 or placement by the instructor during registration. Staff.

Reading of selected modern texts with emphasis on expository style.

JAPAN 401-402 Oral Narration and Public Speaking

401, fall; 402, spring. 2 credits each term.
 Prerequisites: for JAPAN 401, JAPAN 302 or placement by the instructor during registration; for JAPAN 402, JAPAN 401 or placement by the instructor during registration. N. Nakada.

Instruction in making and delivering socially appropriate and effective speeches, with emphasis on both the construction of discourse and Japanese patterns of oral delivery.

JAPAN 403-404 Advanced Japanese Reading @

403, fall; 404, spring. 4 credits each term.
 Prerequisite: JAPAN 304 or permission of instructor.

Section I: Area of Humanities. Cannot be used for distribution. Reading of selected modern texts with emphasis on expository style. K. Selden.

Section II: Area of Economics and Social Science. Cannot be used for distribution. Y. Kawasaki. Reading of selected modern texts with emphasis on expository style.

JAPAN 410 History of the Japanese Language (also LING 411) @ #

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. J. Whitman.

An overview of the history of the Japanese language followed by intensive examination of issues of interest to the participants. Students should have a reading knowledge of Japanese.

JAPAN 421-422 Directed Readings

421, fall; 422, spring. Credit TBA. Limited to advanced students. Prerequisite: placement by the instructor during registration. K. Selden.

Topics are selected on the basis of student needs.

Japanese FALCON (Full-year Asian Language Concentration)

Director: R. Sukle, 123 Rockefeller Hall; FALCON Secretary 125 Rockefeller Hall, 255-6457, e-mail: falcon@cornell.edu or www.arts.cornell.edu/asian/falcon.htm.

There are three small interactive classes per day conducted entirely in Japanese and one lecture conducted in English and Japanese. The interactive classes are conducted by experienced and highly trained teachers; the lecture is conducted by an expert in Japanese language structure. Two one-hour sessions in the language lab are required daily. Additional preparation time in the language lab is necessary in the evenings. Exposure to the language exceeds that of even students living and studying in Japan, providing over 1,800 hours of exposure throughout the full-year program. The extensive exposure and intensive work on the language allows students to develop a level of fluency, accuracy, and control of the language not achieved in any other type of academic settings. The course is designed to develop 'copability' in the students by bringing them up to the level where they will be able to successfully make further progress in the language on their own even if they do not have further formal instruction. The intensive nature of the program allows graduate students to complete their language work in minimal time and undergraduates, including freshmen, to achieve levels of Japanese that are far beyond what is normally achieved in a four-year program, provided they continue their study of Japanese after FALCON.

JAPAN 160 Introductory Intensive Japanese (FALCON)

Summer only. 8 credits. *Satisfies language qualification.* R. Sukle and staff. (See general description above). This is the first term of the FALCON Program. It is a full-time, intensive, nine-week course which begins at the absolute beginning level, in speaking as well as rudimentary reading and writing. Formal application must be made to the program, but admission is open to all students, not just those planning to take the full-year program. Students completing this course and planning to continue at Cornell in the fall may continue with the fall and spring terms of FALCON (JAPAN 161 and 162), or they should consult the FALCON Director, Robert Sukle, at 255-0734 or rjs19@cornell.edu, about other options.

JAPAN 161-162 Intensive Japanese (FALCON) @

161, fall; 162, spring. 16 credits each term. *JAPAN 161 provides language proficiency.* Prerequisites: for JAPAN 161, JAPAN 160, or JAPAN 102 at Cornell, or placement by FALCON staff prior to beginning of fall term; for JAPAN 162, JAPAN 161, or placement by FALCON staff prior to beginning of spring term. Students must apply formally to program (see above); application open to all Cornell students and students from other institutions. R. Sukle and staff.

(See general description above). Work on spoken and written Japanese from an intermediate level to an advanced level. This is a full-time program and full academic load; the demands of the program do not normally permit students to take other courses simultaneously. With a sequence of 160-161-

162, in only one calendar year a student can complete as much Japanese as would be contained in three or more years of regular study at most academic institutions. This course sequence also serves to fulfill the language requirement for the M.A. in Asian studies and the joint M.B.A./M.A. in Asian studies.

Literature in Japanese

JPLIT 406 Introduction to Classical Japanese @

Fall. 4 credits. Prerequisite: permission of instructor. K. Selden.

This course is an introduction to the fundamental grammar and vocabulary of classical Japanese.

JPLIT 408 Readings in Classical Japanese @

Spring. 4 credits. Prerequisite: JPLIT 406 or permission of instructor. K. Selden.

This course is intended for students who have completed the JAPAN 403/404 sequence or the equivalent. Readings of excerpts and complete brief pieces from representative premodern Japanese literature mostly with the use of standard modern annotated editions. Different selections and themes are introduced each year.

JPLIT 421-422 Directed Readings

421, fall; 422, spring. 2-4 credits. Prerequisite: for JPLIT 421, JAPAN 402 or equivalent; for JPLIT 422, JAPAN 421 or equivalent. Staff.

Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop class readings.

[JPLIT 611 Seminar in Classical Japanese Literature

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 2001-2002. K. Brazell.

For advanced graduate students in the field of East Asian Literature. This seminar focuses on the reading of Japanese literary and literary-critical texts in relation to a selected topic in classical literature.]

[JPLIT 612 Seminar in Medieval Genres

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 2001-2002. K. Brazell.

This seminar explores medieval literary genres in terms of the contemporary religious, social, political, and aesthetic discourses. Readings are in classical and modern Japanese as well as in English.]

JPLIT 613 Seminar in Tokugawa Culture and Thought

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. N. Sakai.

This seminar examines a variety of texts written during the Tokugawa period. The topics discussed in these are many: from the conceptualization of the virtue in the Confucian tradition, to the composition of Waka poetry. The texts are not selected from one school or from one teaching but encompass a wide range of intellectual trends including Neo-Confucianism, the Kogaku and the Kokugaku. In addition to the original texts of the Tokugawa period, we are going to read a few works of modern historiography on Tokugawa thought and culture. These works do not necessarily represent the standard of

the present-day Tokugawa studies, but they clearly show different approaches. In this seminar, we evaluate critically these works through a careful reading of the original texts of the Tokugawa period.

JPLIT 614 Seminar in Modern Japanese Literature: Postmodern Thought for Area Studies (also COM L 695)

Spring. 4 credits. Prerequisite: permission of instructor. B. de Bary.

How might postmodern debates on language and difference transform our understanding of the project of cross-cultural learning institutionalized in postwar American area studies? Intended as an introductory course for graduate students, this class emphasizes weekly close readings of important primary texts which have grappled with, or attempted to challenge, epistemological assumptions, categories, and processes which have informed modern disciplinary knowledge of cultural others. Readings will include texts by Rey Chow, James Clifford, Jacques Derrida, Gayatri Spivak, and others.

JPLIT 624 Advanced Readings in Modern Japanese Literature

Spring. 4 credits. Prerequisite: permission of instructor. Offered alternate years. B. de Bary.

The course considers representations of the body and eroticism in fiction, poetry, film, and theoretical writings from the Taisho through early Showa periods (1912 to the late 1930s). Special attention is given to writings about the "New Woman" and "Modern Girl," to sexuality in modernist cinematic and literary experiments, and to reciprocal relations between colonial and metropolitan culture. All readings are done in Japanese.

JPLIT 625 Directed Readings

Fall or spring. 4 credits. Staff.

Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop class readings.

[JPLIT 700-701 Seminar: Reading of Historical Materials—Japanese Imperial Nationalism and Its Literature

700, fall; 701, spring. 4 credits. Not offered 2001-2002. N. Sakai.

Research readings for graduate level students.]

Japanese

[JAVA 131-132 Elementary Japanese

131, fall; 132, spring. 3 credits each term. Prerequisite: for JAVA 132, JAVA 131 or equivalent. This language series (131-132) cannot be used to satisfy the language requirement. Not offered 2001-2002. J. Wolff and staff.

An elementary language course for those who have had no previous experience in the language.]

[JAVA 133-134 Continuing Japanese

133, fall; 134, spring. 3 credits each term. *JAVA 134 provides language qualification.* Prerequisites: for JAVA 133, JAVA 132 or equivalent; for JAVA 134, JAVA 133 or equivalent. Satisfactory completion of JAVA 134 fulfills the qualification portion of the language requirement. Not offered 2001-2002. J. Wolff and staff.

An intermediate conversation and reading course.]

[JAVA 203-204 Directed Individual Study @

203, fall; 204, spring. 3 credits. *JAVA 203 provides language proficiency.* Prerequisite: JAVA 134 or equivalent. Not offered 2001-2002. J. Wolff and staff.

This is a practical language course on an intermediate level in which the students work through readings and conversations under the guidance of a native speaker for three contact hours a week.]

[JAVA 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Not offered 2001-2002. J. Wolff.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.]

Khmer (Cambodian)**KHMER 101-102 Elementary Khmer**

101, fall; 102, spring. 6 credits each term.

KHMER 102 provides language qualification. Prerequisite: for KHMER 102, KHMER 101 or equivalent. S. Son.

A course for beginners or for those who have been placed in the course by examination. The course gives a thorough grounding in speaking and reading.

KHMER [201]-202 Intermediate Khmer Reading @

201, not offered 2001-2002; 202, fall. 3 credits each term. *KHMER 201 provides language proficiency.* Prerequisites: for KHMER 201, KHMER 102; for KHMER 202, KHMER 201. S. Son.

Continuing instruction in spoken and written Khmer.

[KHMER 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term.

KHMER 203 provides language proficiency. Prerequisites: for KHMER 203, KHMER 102; for KHMER 204, KHMER 203. Not offered 2001-2002. Staff.

Letter writing and other forms of composition.]

KHMER 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. S. Son.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

KHMER 301-302 Advanced Khmer

301, 302, fall. 4 credits each term.

Prerequisites: for KHMER 301, KHMER 202 or equivalent; for KHMER 302, KHMER 301. S. Son.

Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

[KHMER 401-402 Directed Individual Study

401, fall; 402, spring. For advanced

students. 2-4 credits each term. Prerequisite: permission of instructor. Not offered 2001-2002. Staff.

Various topics according to need.]

Korean**KOREA 101-102 Elementary Korean**

101, fall; 102, spring. 6 credits each term.

KOREA 102 provides language qualification. Satisfactory completion of KOREA 102 fulfills the qualification portion of the language requirement. H. Diffloth and staff.

Covers basics of speaking, reading, and writing. Introduces Hangul writing system and grammar.

KOREA 109-110 Elementary Reading

109, fall; 110, spring. 3 credits each term.

KOREA 110 provides language qualification. Prerequisite: permission of instructor. Satisfactory completion of KOREA 110 fulfills the qualification portion of the language requirement. H. Diffloth and staff.

This course is for students who have spoken some Korean in the home, but whose reading and writing skills are limited or nonexistent. If in doubt about eligibility, see instructor.

KOREA 201-202 Intermediate Korean @

201, fall; 202, spring. 4 credits each term.

KOREA 201 provides language proficiency. Prerequisites: for KOREA 201, KOREA 102 or permission of instructor; for KOREA 202, KOREA 201. Satisfactory completion of KOREA 201 fulfills the proficiency portion of the language requirement. H. Diffloth and staff.

Covers the basics of speaking, reading, and writing at the intermediate level. Introduces some reading and writing with Chinese characters.

KOREA 209-210 Intermediate Reading @

209, fall; 210, spring. 4 credits each term.

KOREA 209 provides language proficiency. Prerequisites: for KOREA 209, KOREA 110 or permission of instructor; for KOREA 210, KOREA 209 or permission of instructor. H. Diffloth and staff.

An intermediate level of reading comprehension and writing course for students who have acquired basic oral proficiency. Introduces some reading and writing with Chinese characters. If in doubt about eligibility, see instructor.

KOREA 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. H. Diffloth.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

KOREA 301-302 Advanced Korean

301, fall; 302, spring. 4 credits each term.

Prerequisites: for KOREA 301, KOREA 202 or placement by instructor; for KOREA 302, KOREA 301 or placement by instructor. H. Diffloth and staff.

Reading of advanced texts, including newspapers and Chinese character material, together with advanced use of the spoken language.

KOREA 430 Structure of Korean (also LING 430)

Spring. 4 credits. Offered alternate years. J. Whitman.

See description under LING 430.

Literature in Korean**KRLIT 405 Readings in Korean Literature**

Fall. 4 credits. Prerequisite: three years of Korean language study or permission of instructor. M. Shin.

Reading of a variety of prose works in modern Korean. Assignments are chosen from newspapers, magazines, short stories, novels, and academic texts.

[KRLIT 406 Korean Literature Translation Workshop @

Spring. 2-3 credits. Prerequisite: KOREA 301-302 or equivalent; permission of instructor. Not offered 2001-2002.]

Nepali**Study Abroad in Nepal**

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, co-sponsor an academic year in Nepal. North American students study and live with Nepalese students who come from outside the Kathmandu Valley to Tribhuvan University. Students may participate in one or two semesters. Courses are offered both at Tribhuvan University and at the Cornell-Nepal Study Program House adjacent to the university. All courses are officially taught in English. A five-week, in-country orientation program includes classes in intensive Nepali conversation, cultural orientation programs, and a ten-day field trip and trek. Semester course offerings include Nepali language (Tibetan and/or Newari languages also possible), contemporary issues in Nepalese studies, field research design and methods in sociology/anthropology and ecology/environment, and guided field research.

Juniors and seniors in good academic standing from any major field may participate. Students must have a desire to study on the other side of the world, to participate in a multicultural program, and to undertake rigorous field research. No experience in Nepal is necessary and instruction is in English, but some prior Nepali language study is strongly recommended. Students interested in the study abroad in Nepal program should consult with the Cornell Abroad office (474 Uris Hall) for further information.

NEPAL 101-102 Elementary Nepali

101, fall; 102, spring. 6 credits each term.

NEPAL 102 provides language qualification. Prerequisite: for NEPAL 102, 101 or examination. S. Oja.

Intended for beginners. The emphasis is on basic grammar, speaking, and comprehension skills, using culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.

NEPAL 160 Intensive Nepali

Summer only. 6 credits. Intended for beginners. Offered alternate years. S. Oja.

Emphasis is on the spoken language, in dialogues, exercises, and conversation practice. In addition, however, special attention is given to assisting students to develop vocabularies and abilities appropriate to their unique professional needs. Reading and writing practice use both colloquial and scholarly materials in the Nepali (Devanagari) script.

NEPAL 201-202 Intermediate Nepali Conversation @

201, fall; 202, spring. 3 credits each term.
NEPAL 201 provides language proficiency.
 Prerequisites: for NEPAL 201, NEPAL 102 or examination; for NEPAL 202, NEPAL 201 or examination. S. Oja.

Intermediate instruction in spoken grammar and verbal comprehension skills, with special attention to developing technical vocabularies and other verbal skills appropriate to students' professional fields.

NEPAL 203-204 Intermediate Nepali Composition @

203, fall; 204, spring. 3 credits each term.
NEPAL 203 provides language proficiency.
 Prerequisites: for NEPAL 203, NEPAL 102 or examination; for NEPAL 204, NEPAL 203 or examination. S. Oja.

A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.

NEPAL 300 Directed Studies

Fall or spring. 1-4 credits variable.
 Prerequisite: permission of instructor.
 S. Oja.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

NEPAL 301-302 Advanced Nepali

301, fall; 302, spring. 3 credits each term.
 Prerequisite: NEPAL 204 or permission of instructor. S. Oja.

Reading of advanced texts, together with advanced drill on the spoken language.

Pali

See also courses listed in this section under South Asian Languages.

[PALI 131-132 Elementary Pali

131, fall; 132, spring. 3 credits each term.
This language series cannot be used to satisfy the language requirement. Not offered 2001-2002. Staff.

131 is an introduction to the language of the canonical texts of Theravada Buddhism. Reading of authentic texts of Theravada Buddhism. Emphasis on both content and grammatical structure. Familiarity with Sanskrit is not required. 132 is a continuation of 131 with further readings.]

PALI 300 Directed Studies

Fall or spring. 1-4 credits variable.
 Prerequisite: permission of instructor.
 D. Boucher.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Sanskrit**SANSK 131-132 Elementary Sanskrit (also CLASS 131-132 and LING 131-132)**

131, fall; 132, spring. 4 credits each term.
SANSK 132 provides language qualification. Offered alternate years.
 C. Minkowski.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.

[SANSK 251-252 Intermediate Sanskrit (also CLASS 251-252 and LING 251-252) @ # IV

251, fall; 252, spring. 3 credits each term.
SANSK 251 provides language proficiency.
 Prerequisite: SANSK 132 or equivalent.
 Offered alternate years. Not offered 2001-2002. C. Minkowski.

Readings from the literature of classical Sanskrit. Fall: selections from the two Sanskrit epics, the Mahabharata and the Ramayana. Spring: more selections from the epics and selections from either Sanskrit story literature or from Sanskrit dramas.]

Literature in Sanskrit**[SNLIT 467-468 Reading in Sanskrit Literature: The Vedas @ #**

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 2001-2002.
 C. Minkowski.

Readings in translation; readings in the original Vedic. Both courses must be taken as a sequence.]

Sinhala (Sinhalese)**SINHA 101-102 Elementary Sinhala**

101, fall; 102, spring. 6 credits each term.
SINHA 102 provides language qualification. Prerequisite: for SINHA 102, SINHA 101 or equivalent. Staff.

A semi-intensive course for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.

SINHA 160 Intensive Sinhala

Summer only. 6 credits. Intended for beginners. Offered alternate years.

Emphasis is on the spoken (colloquial) language, the writing system is introduced and used to present all Sinhala materials, with additional reading practice with colloquial materials. A foundation is laid for later study of the written language (literary Sinhala).

SINHA 201-202 Intermediate Sinhala Reading @

201, fall; 202, spring. 3 credits each term.
SINHA 201 provides language proficiency.
 Prerequisites: for SINHA 201, SINHA 102; for SINHA 202, SINHA 201 or equivalent.
 Staff.

[SINHA 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term.
SINHA 203 provides language proficiency.
 Prerequisites: for SINHA 203, SINHA 102 or permission of instructor; for SINHA 204, SINHA 203 or equivalent. Not offered 2001-2002. Staff.]

SINHA 300 Directed Studies

Fall or spring. 1-4 credits variable.
 Prerequisite: permission of instructor. Staff.
 Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Southeast Asian Languages**[LING 230 Introduction to Southeast Asian Languages and Linguistics @ III**

Fall. 3-4 credits variable. For nonmajors or majors. Not offered 2001-2002. A. Cohn, J. Wolff.

This is a survey of the languages of Southeast Asia. The goal of this course is to expose students to Southeast Asia as a linguistic area and introduce them to the rich language diversity of the region. It includes three main parts: (1) sociolinguistic and ethnolinguistic issues of language and politics, language and culture, and language use; (2) language structures and typological patterns of the area's languages; and (3) historical linguistics, as well as the linguistic effects of language contact and linguistic evidence for prehistory.]

[LING 653-654 Seminar in Southeast Asian Linguistics

653, fall; 654, spring. 4 credits each term.
 Prerequisite: permission of instructor.
 Language 653 isn't a prerequisite for Language 654. Not offered 2001-2002.
 J. Wolff.

Languages of mainland Southeast Asia. Topics, chosen according to student interests, may include description, dialectology, typology, comparative reconstruction, and historical studies.]

[LING 655-656 Seminar in Austronesian Linguistics (also LING 655-656)

655, fall; 656, spring. 4 credits each term.
 Prerequisites: for 655, permission of instructor, for 656, Language 655. Not offered 2001-2002. J. Wolff.

Descriptive and comparative studies of Malayo-Polynesian languages.]

Tagalog**TAG 121-122 Elementary Tagalog**

121, fall; 122, spring. 4 credits each term.
 Prerequisite: TAG 122, TAG 121. Staff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

TAG 123 Continuing Tagalog

Fall. 4 credits. *Provides language qualification.* Prerequisite: TAG 122 or equivalent. Satisfactory completion of TAG 123 fulfills the qualification portion of the language requirement. J. Wolff and staff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings; and sharpens listening skills.

TAG 205-206 Intermediate Tagalog @

205, fall; 206, spring. 3 credits each term.
TAG 205 provides language proficiency.
 Prerequisites: for TAG 205, TAG 123 or equivalent; for TAG 206, TAG 205 or equivalent. Staff.

This course develops all four skills: reading, writing, speaking, and comprehension.

TAG 300 Directed Studies

Fall or spring. 1-4 credits variable.
 Prerequisite: permission of instructor. Staff.
 Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Thai**THAI 101-102 Elementary Thai**

101, fall; 102, spring. 6 credits each term.
THAI 102 provides language qualification. Prerequisite: for THAI 102, THAI 101 or equivalent. Intended for beginners or students placed by examination.
 N. Jagacinski.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

THAI 201-202 Intermediate Thai Reading @

201, fall; 202, spring. 3 credits each term. *THAI 201 provides language proficiency.* Prerequisites: for THAI 201, THAI 102; for THAI 202, THAI 201 or equivalent. N. Jagacinski.

Continuing instruction in spoken and written Thai.

THAI 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. *THAI 203 provides language proficiency.* Prerequisites: for THAI 203, THAI 102; for THAI 204, THAI 203. N. Jagacinski.

Intermediate instruction in spoken and written grammar and reading comprehension.

THAI 301-302 Advanced Thai

301, fall; 302, spring. 4 credits each term. Prerequisite: THAI 202 or equivalent. N. Jagacinski.

Selected readings in Thai writings in various fields.

THAI 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. N. Jagacinski.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

THAI 303-304 Thai Literature @

303, fall; 304, spring. 4 credits each term. Prerequisite: THAI 302 or equivalent. N. Jagacinski.

Reading of significant novels, short stories, and poetry written since 1850.

THAI 401-402 Directed Individual Study

401, fall; 402, spring. 4 credits each term. For advanced students or students with special problems or interests. Prerequisite: permission of instructor. N. Jagacinski.

Urdu

See listings under Hindi.

URDU 125 Introduction to the Urdu Script

Spring. 1 credits. Prerequisite: HINDI 101 or permission of instructor. M. Farooqi.

This course provides instruction in the basics of the Urdu script. It is intended primarily for students who have had some exposure to Urdu or Hindi but who have had little or no formal training in the script. The course focuses on mastering the script and pronunciation. It does not provide instruction in grammar.

Vietnamese

VIET 101-102 Elementary Vietnamese

101, fall; 102, spring. 6 credits each term. *VIET 102 provides language qualification.* Prerequisite: for VIET 102, VIET 101 or equivalent. Intended for beginners or students placed by examination. Satisfactory completion of VIET 102 fulfills the qualification portion of the language requirement. T. Tranviet.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

VIET 201-202 Intermediate Vietnamese @

201, fall; 202, spring. 3 credits each term. *VIET 201 provides language proficiency.* Prerequisites: for VIET 201, VIET 102 or equivalent; for VIET 202, VIET 201. T. Tranviet.

Continuing instruction in spoken and written Vietnamese.

VIET 203-204 Intermediate Vietnamese Composition and Reading @

203, fall; 204, spring. 3 credits each term. *VIET 203 provides language proficiency.* Prerequisite: permission of instructor only. T. Tranviet.

Designed for students and "native" speakers of Vietnamese whose speaking and listening are at the advanced level, but who still need to improve writing and reading skills.

VIET 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. T. Tranviet.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

VIET 301-302 Advanced Vietnamese

301, fall or spring; 302, fall or spring. 3 credits each term. Prerequisites: for VIET 301, VIET 202 or permission of instructor; for VIET 302, VIET 301. T. Tranviet.

Continuing instruction in spoken and written Vietnamese; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

VIET 401-402 Directed Individual Study

401, fall; 402, spring. 2-4 credits variable each term. Prerequisite: permission of instructor. Intended for advanced students. T. Tranviet.

Various topics according to need.

[VTILIT 222-223 Introduction to Classical Vietnamese @ #

222, fall; 223, spring. 3 credits. *VTILIT 222 provides language proficiency.* Prerequisite: qualification in Vietnamese or permission of instructor. Not offered 2001-2002. K. Taylor.

This is the first semester of a two-semester sequence of courses introducing students to Han (Classical Chinese as used in the Vietnamese language) and Nom (vernacular Vietnamese character writing). Students learn to read Han and Nom texts, mostly from the seventeenth through nineteenth centuries, including historical records, prose writings, and poetry.]

[VTILIT 224 Continuing Classical Vietnamese @ #

Fall. 3 credits. Not offered 2001-2002. K. Taylor.

This course continues study for students who have completed VTILIT 222-223 "Introduction to Classical Vietnamese."]

Related Courses in Other Departments and Colleges

Check the primary department section for the offering status of the following courses. Courses in other colleges will count as College of Arts and Sciences credit only for Asian Studies majors.

Asia/General Courses

ANTHRO 374 Human Palaeontology

AEM 464 Economics of Agricultural Development (also ECON 464)

AEM 665 Food and Nutrition Policy (also NS 685)

[AEM 666 Economics of Development (also ECON 466)]

AEM 667 Topics in Economic Development (also ECON 770)

COMM 424/624 Communication in the Developing Nations

[COMM 685 Training and Development: Theory and Practice (also INTAG 685 and EDUC 685)]

[CRP 777 Theories of Development and Underdevelopment]

ECON 473 Economics of Export-Led Development

[GOVT 349 Political Role of the Military]

[GOVT 648 Graduate Seminar in Political Economy of Change: Rural Development in the Third World]

GOVT 674 Theory and Practice of Nationalism

HIST 190 Introduction to Asian Civilization

HIST 495 Kings and States: Asian Models

ART H 280 Introduction to Art History: Approaches to Asian Art

ILRIC 637 Labor Relations in Asia

R SOC 205 Rural Sociology and International Development

China—Area Courses

ANTHR 655 East Asia: Readings in Specific Problems

ECON 469 Economy of China

ECON 772 Economics of Development

GOVT 334 Political Economy of East Asia

GOVT 347 Government and Politics of China

GOVT 382 International Relations of East Asia

GOVT 391 Chinese Foreign Policy

GOVT 437 Contemporary China: Society and Politics

[GOVT 438 Contemporary China: Political Economy]

GOVT 449/749 Politics and Magic: Popular Religion and Political Power in China

GOVT 642 Comparative Political Economy: East and Southeast Asia

GOVT 645 Chinese Politics

HIST 243 China and the West before Imperialism

HIST 293 History of China up to Modern Times

HIST 294 China in Modern Times

HIST 492 Undergraduate Seminar in Medieval Chinese History

- HIST 493/693 Problems in Modern Chinese History
 HIST 791-792 Seminar in Medieval Chinese History
 ART H 380 Introduction to the Arts of China
 ART H 481 The Arts in Modern China
 ILRIC 332-532 Labor in Developing Economies
 PAM 426 Policy & Management Issues on Foreign Investment in China

Japan—Area Courses

- ANTHR 345 Japanese Society
 ANTHR 655 East Asia: Readings in Specific Problems
 ARCH 339 Elements, Principles, and Theories in Japanese Architecture
 GOVT 346 Modern Japanese Politics
 GOVT 382 International Relations of East Asia
 GOVT 439 Japan in International Politics
 GOVT 642 Comparative Political Economy: East and Southeast Asia
 (HIST 230 Japan and the Pacific War)
 HIST 297/497 Japan Before 1600
 HIST 328 State, Society, and Culture in Modern Japan
 HIST 420 Tale of Genji in Historical Perspective
 HIST 489 Seminar in Modern Japanese History
 HIST 798 Seminar in Japanese Thought
 ILRHR 656 International Human Resource Management
 ILRHR 690 Comparative Human Resource Management
 ILRIC 333/533 Western Europe, United States, and Japan in a Changing World Economy
 [MUSIC 481 Japanese Music: Style and Tradition]
 NBA 580 Strategies for Global Competitiveness
 [NBA 589 Business in Japan]

South Asia—Area Courses

- [ANTHR 275 Human Biology and Evolution (also BIOES 275 and NS 275)]
 [ANTHR 321 Sex and Gender]
 ANTHR 339 Peoples and Cultures of the Himalayas
 [ANTHR 406 Culture of Lives]
 [ANTHR 621 Sex and Gender]
 ANTHR 640-641 South Asia: Readings in Specific Problems
 [ANTHR 673 Human Evolution: History, Concepts, and Theory (also BIOES 673)]
 ARCH 342 Architecture as a Cultural System
 ARCH 441-442 Special Topics in Architectural Culture and Society
 ARCH 445 Architecture and the Mythic Imagination
 ARCH 446 Topics in Architecture, Culture, and Society
 ARCH 447 Architectural Design and the Utopian Tradition
 ARCH 647-648 Architecture in its Cultural Context I & II
 ARCH 649 Graduate Investigations in Architecture, Culture, and Society
 ARCH 667-668 Architecture in Its Cultural Context
 CRP 671 Seminar in International Planning
 ECON 475 Economic Problems of India
 HD 436 Language Development (also PSYCH 436 and LING 436)
 HD 633 Seminar on Language Development

Southeast Asia—Area Courses

- [ANTHR 322 Magic, Myth, Science, and Religion (also RELST 322)]

- [ANTHR 335 People and Cultures of Mainland Southeast Asia]
 ANTHR 420 Development of Anthropology Thought
 [ANTHR 424 Anthropology Amongst Disciplines]
 [ANTHR 619 Anthropology Approaches to Study of Buddhism(s) in Asia]
 ANTHR 628 Political Anthropology: Indonesia
 ANTHR 634-635 Southeast Asia: Readings in Special Problems
 GOVT 642 Comparative Political Economy: East and Southeast Asia
 HIST 244 History of Siam and Thailand
 HIST 395 Southeast Asian History from the Eighteenth Century
 HIST 695 Early Southeast Asia: Graduate Proseminar
 HIST 696 Modern Southeast Asia: Graduate Proseminar
 HIST 795-796 Seminar in Southeast Asian History
 ART H 490 Art and Collecting: East and West
 LING 230 Introduction to Southeast Asian Languages and Linguistics
 MUSIC 245 Gamelan in Indonesian History and Cultures
 MUSIC 445-446 Cornell Gamelan Ensemble
 MUSIC 604 Ethnomusicology

ASTRONOMY

J. F. Veverka, chair (312 Space Sciences Building, 255-3507); M. P. Haynes, director of undergraduate studies (530 Space Sciences Building 255-0610); J. F. Bell, J. A. Burns, D. B. Campbell, D. F. Chernoff, J. M. Cordes, S. S. Eikenberry, E. E. Flanagan, P. J. Gierasch, R. Giovannelli, P. F. Goldsmith, T. L. Herter, J. R. Houck, D. Lai, R. V. E. Lovelace, P. D. Nicholson, C. J. Salter, S. W. Squyres, G. J. Stacey, Y. Terzian, S. A. Teukolsky, I. M. Wasserman. Emeritus: T. Gold, T. Hagfors, M. O. Harwit, E. E. Salpeter

Cornell's astronomy faculty, research staff, graduate, and undergraduate students are active in diverse areas of modern astronomy ranging from theoretical astrophysics and general relativity to radio and radar astronomy, infrared and optical astronomy, and the exploration of the solar system. Cornell operates two local optical observatories, the world's largest radio telescope at Arecibo, Puerto Rico, and with two other institutions, the 200-inch optical telescope at Mt. Palomar in California. Several members of the department faculty are also Principal Investigators on major NASA space and planetary exploration missions.

The department offers a number of courses to satisfy a general interest in astronomy. These courses have few or no prerequisites and are not intended for the training of professional astronomers. Among the introductory courses, several choices are available, depending on background and on the requirements to be fulfilled. The 100-level courses are designed primarily for nonscience majors. The alternative introductory sequence Astronomy 211-212 is geared toward sophomore physical science and engineering majors and requires coregistration in beginning calculus. Astronomy 201 and 202 are intended for students with an interest in astronomy but no scientific background; they are topical rather than survey-oriented. Astronomy 332 is designed for physical science and engineering

majors as an introduction to astrophysics. Other courses at the 200 and 300 levels may appeal to students of various backgrounds and interests, as indicated in the individual course descriptions.

Courses numbered above 400 are intended for students who have had two to three years of college physics and at least two years of college mathematics. Astronomy 440, Independent Study, permits students to engage in individual research projects under the guidance of a faculty member.

Interested students are encouraged to become members of the undergraduate Cornell Astronomy Club. The club has access to the Fuertes Observatory on campus and conducts regular observing and astrophotography sessions. All students are invited to visit the Space Sciences Building, see the exhibits on display there, and consult faculty members about career plans or choice of courses.

The Major

The purpose of the major in astronomy is to provide in-depth knowledge and education about the nature of the universe. Astronomy relies heavily on preparation in physics and mathematics. Consequently, many courses in these fields are included as prerequisites. In preparation for the major, students normally elect the introductory physics sequence PHYS 112-213-214 or 116-217-218 and the complementary pathway in mathematics, MATH 111-122-221-222 or 191-192-293-294 (or equivalent). Students who anticipate undertaking graduate study are urged to elect the honors physics sequence PHYS 116-217-218-318-327 if possible. The sophomore seminar, ASTRO 233 "Topics in Astronomy and Astrophysics," provides an introduction to current research in astronomy and astrophysics for prospective majors, but is not required of students who elect to major in astronomy after the sophomore year. Students are also urged to acquire computer literacy. ASTRO 234 is designed to give students hands-on experience with the methods of analysis, visualization, and simulation needed in astrophysical research. Acceptance to the major is first considered after completion of three semesters of introductory physics and mathematics and in general requires a GPA of 3.2 in physics and mathematics courses.

The major requirements stress the importance of building a strong preparation in physical science. The following upper level courses are normally required:

PHYS 314 or 318, 316, 323 or 327, 341 and 443

A&EP 321-322 (or equivalent, e.g. MATH 420 and 422)

ASTRO 410, 431, and 432.

Upon consent of the major adviser, students interested in planetary studies may substitute appropriate advanced courses or may pursue an independent major under the program in the Science of Earth Systems. Majors are encouraged to supplement the above courses with any astronomy, physics, or other appropriate courses at or above the 300 level. Advanced seniors can enroll in astronomy graduate courses with the consent of the instructor. Students are also encouraged to work with faculty members on independent study projects under the course ASTRO 440 or to apply to a variety of programs at Cornell, Arecibo, and elsewhere that offer undergradu-

ates summer employment as research assistants. Nearly all undergraduate majors and concentrators become involved in research projects in the junior and senior years.

Students whose interest in astronomy is sparked somewhat late in their undergraduate career are encouraged to discuss possible paths with the Director of Undergraduate Studies in Astronomy.

Honors. A student may be granted honors in astronomy upon the recommendation of the Astronomy Advisers Committee of the astronomy faculty.

Double majors. A double major in astronomy and another subject is possible in many circumstances. However, the set of courses used to fulfill the requirements for each major must be completely independent.

Concentration. The concentration in astronomy for other majors normally requires 12 credits, at least eight of which must be at the 300 level or above. ASTRO 233 and 234 are recommended for sophomores planning to concentrate in astronomy.

Distribution Requirement

All courses in astronomy, except ASTRO 233 and 234, may be used to fulfill the science distribution requirement in the College of Arts and Sciences.

Courses

ASTRO 101 The Nature of the Universe (I)

Fall. 4 credits. No prerequisites. Labs limited to 18 students each and discussions limited to 30 students each. T. Herter, labs: J. Houck.

This course introduces students to the cosmos. The birth, evolution, and death of stars, the formation of the chemical elements, and the nature of white dwarfs, neutron stars, and black holes are discussed. An introduction to the theories of special relativity and general relativity is given. The course covers the search for other worlds outside the solar system and the possible existence of life and intelligence elsewhere in the universe. Modern theories of cosmology are presented, and the origin, structure, and fate of the universe are discussed. The full notes for the course as well as sample exams and simulations are made available on the web.

ASTRO 102 Our Solar System (I)

Spring. 4 credits. Labs limited to 18 students each; discussions limited to 30 students each. J. Bell; labs: J. Houck.

The past few decades have seen incredible advances in the exploration of our solar system. In this course students learn about the current state and past evolution of the Sun and its family of planets, moons, asteroids, and comets. The course emphasizes images and other data obtained from current and past NASA space missions and how these data provide insights about the important processes that have shaped the evolution of solar system objects. General astronomical concepts relevant to the study of the solar system are also discussed. Critical focus is on developing an understanding of the Earth as a planetary body and discovering how studies of other planets and satellites influence models of the climatic, geologic, and biologic history of our home world. Other topics covered include impact hazards, the search for life in the solar

system, and future missions.

ASTRO 103 The Nature of the Universe (II)

Fall. 3 credits. T. Herter.

Identical to ASTRO 101 except for omission of the laboratory (see description above).

ASTRO 104 Our Solar System (II)

Spring. 3 credits. J. Bell.

Identical to ASTRO 102 except for omission of the laboratory.

ASTRO 105 An Introduction to the Universe (I)

Summer. 3 credits. J. Harrington.

How do we measure the size of our galaxy and the size of the universe? Is the universe round or flat? How are the stars born, why do they shine, and how do they die? What are the chemical elements, and how were they formed in stars? What are quasars, pulsars, and black holes? How was the solar system formed? What are the environments of other planets like? What is the basic structure of Earth and the other planets? Will we catastrophically alter the earth? Does life exist elsewhere in the universe? How can we find out? Each student has an opportunity to make observations with small telescopes.

ASTRO 106 Essential Ideas in Relativity and Cosmology (II)

Summer. 3 credits. Prerequisites: high school algebra and trigonometry.

R. A. Saenz.

An explanation of Einstein's theories of special and general relativity, which brought about a fundamental change in our conceptual understanding of space and time. Correspondence to, and conflicts with, common sense. Applications to various areas in special relativity space travel, the equivalence of mass and energy, nuclear fission and fusion, and thermonuclear processes in the sun and in general relativity (motion of light and particles in curved space-time, cosmological models, and the question of whether the universe is open or closed).

ASTRO 107 An Introduction to the Universe (II)

Summer. 4 credits. J. Harrington.

Identical to ASTRO 105 except for the addition of the afternoon laboratory that emphasizes mathematical problem-solving. This option is recommended for potential majors in science and engineering.

ASTRO 195 Observational Astronomy (II)

Fall. 3 credits. Limited to 24 students. G. Stacey.

This course provides a "hands-on" introduction to observational astronomy intended for liberal arts students at the freshman and sophomore level. High school mathematics is assumed, but otherwise there are no formal prerequisites. The course objective is to teach how we know what we know about the universe. The course is set up with two lectures and one evening laboratory per week. Not all of the evening sessions will be used. Planned exercises include five or six observational labs (star gazing with binoculars and small telescopes, telescopic observations and CCD imaging of star clusters, nebulae, and the planets, solar observations, radio observations of the Milky Way Galaxy), plus a selection of exercises from the following: experiments in navigating by the stars; construction and use of simple instruments

such as optical spectroscopes and sun dials; laboratory spectroscopy; experiments in planetary cratering; collection and study of micrometeorites; computer simulations of the orbits of planets and their satellites; and cosmological explorations using data from the Hubble Space Telescope available on the web.

ASTRO 201 Our Home in the Universe (I)

Fall. 3 credits. Assumes no scientific background. Course intended for freshmen and sophomores. R. Giovanelli, M. Haynes.

A general discussion of our relation to the physical universe and how our view of the universe has changed from ancient to modern times. Several main themes are covered over the course of the semester: the evolution of our view of the sky from that of ancient cultures to that of space telescopes; the death of stars and the formation of black holes; dark matter and the structure of galaxies; and the origin, evolution, and fate of the universe. We present a nonmathematical introduction to these subjects and discuss uncertainties and unresolved issues in our understanding.

ASTRO 202 Our Home in the Solar System (I)

Spring. 3 credits. Prerequisite: some background in science is required. Course intended for freshmen and sophomores. J. Veverka.

This writing course is designed to develop an understanding of our home planet as a member of a diverse family of objects in our solar system. Discussion centers on how studies of other planets and satellites have broadened our knowledge and perspective of Earth, and vice versa. We study, debate, and learn to write critically about important issues in science and public policy that benefit from this perspective. Topics discussed include global warming, the impact threat, the searches for extrasolar planets and extraterrestrial intelligence and the exploration of Mars.

ASTRO 211 Astronomy: Stars, Galaxies, and Cosmology (I)

Fall. 4 credits. Intended for engineering and physical sciences freshmen and sophomores. Prerequisite: introductory calculus or coregistration in MATH 111 or 191. D. Lai.

The formation and evolution of normal stars, supernovae, pulsars, and black holes. The interstellar medium. Cosmology and the structure and evolution of galaxies.

ASTRO 212 The Solar System: Planets, Satellites, and Rings (I)

Spring. 4 credits. Intended for first and second year engineering and physical sciences students. Prerequisite: introductory calculus or coregistration in MATH 111 or 191; some knowledge of classical physics (mechanics and thermodynamics). S. Squyres.

An introduction to the solar system, with emphasis on the application of simple physical principles. Topics include: the Sun, nucleosynthesis of the elements, radioactive dating, seismology and planetary interiors, planetary surfaces and atmospheres including greenhouse models, orbital mechanics and resonances, interrelations between meteorites, asteroids and comets, the Jovian planets, icy moons and ring systems, and the search for extra-solar planets.

ASTRO 233 Topics in Astronomy and Astrophysics

Fall. 2 credits. Prerequisites: PHYS 112 or 116 and 213 or 217, MATH 112, 122, or 192, or permission of instructor. Intended for sophomores planning to major in astronomy or related fields. M. Haynes, R. Giovanelli.

A seminar course on selected topics in astronomy and astrophysics designed for prospective astronomy majors. Content varies from year to year, but includes topics from the fields of planetary, galactic, and extragalactic research.

ASTRO 234 Modern Astrophysical Techniques

Spring. 2 credits. Prerequisites: 2 semesters of introductory physics and 2 semesters of calculus plus ASTRO 233 or permission of instructor. Some experience with computer programming expected. Intended for sophomores majoring or concentrating in astronomy or related fields. S. Eikenberry.

The course reviews the basic techniques employed in astrophysical research, both observational and theoretical, to explore the universe. Basic methods and strategies of data acquisition and image and signal processing are discussed. Students gain hands-on experience with visualization techniques and methods of error analysis, data fitting, and numerical simulation. Exercises address the processes by which astrophysicists piece together observations made with today's foremost astronomical instruments to solve questions concerning the origin of planets, stars, galaxies, and the universe itself.

ASTRO 280 Space Exploration (I)

Fall. 3 credits. S. Squires.

This course provides an overview of space science, with particular emphasis on the solar system, and a detailed examination of a few selected objects, including the planet Mars, the satellites in the outer solar system, and comets. The focus is on methods of collecting information and especially on spacecraft and space missions. Topics include the design and limitations of instruments. Ethical and political questions associated with space exploration are discussed. Intended for students with an interest in science, technology, and associated policy issues. No special background in physical sciences, math, or engineering is assumed.

[ASTRO 290 Relativity and Astrophysics (I)]

Spring. 4 credits. Prerequisites: knowledge of freshman physics, calculus, and geometry. Not offered 2001-2002. I. Wasserman.

This course provides a geometrically based introduction to special and general relativity, followed by consideration of astrophysical applications. Includes discussion of tests of Einstein's theory of space, time, and gravitation; the physics of white dwarfs, neutron stars, and black holes; an introduction to modern cosmology.]

[ASTRO 299 Search for Life in the Universe (I)]

Spring. 4 credits. Prerequisites: 2 courses in any physical science subject or permission of instructors. Not offered 2001-2002.

J. Cordes, Y. Terzian.

The contents of the universe is surveyed. Theories of cosmic and stellar evolution, and of the formation and evolution of planetary systems, planetary atmospheres, and surfaces are reviewed. Questions regarding the

evolution of life and the development of technology are discussed. Methods to detect extraterrestrial life with emphasis on radio telescopes and associated instrumentation are presented. Hypothetical communication systems are developed and discussed.]

ASTRO 331 Climate Dynamics (also EAS 331) (I)

Fall. 4 credits. Prerequisite: MATH 112 or 192 or equivalent or instructor's approval.

K. Cook, P. Gierasch

Processes that determine climate and contribute to its change are discussed, including atmospheric radiation, ocean circulation, and atmospheric dynamics. Contemporary climate change issues are investigated and discussed in the context of natural variability of the system.

ASTRO 332 Elements of Astrophysics (I)

Spring. 4 credits. Prerequisites: MATH 112, 122, 192, or equivalent. PHYS 213 or 217. P. Nicholson.

An introduction to astronomy, with emphasis on the application of physics to the study of the universe. Covers: physical laws of radiation; distance, size, mass, and age of stars, galaxies, and the universe; stellar evolution and nucleosynthesis; supernovae, pulsars, and black holes; galaxies and quasars. Introduction to cosmology. Mainly intended for students of science, engineering, and science education interested in astronomy and astrophysics.

ASTRO 342 Atmospheric Dynamics (also EAS 342) (I)

Spring. 3 credits. Prerequisites: 1 year each of calculus and physics. K. H. Cook, P. J. Gierasch.

Introduction to atmospheric dynamics and to the methods of description and quantitative analysis used in meteorology. Topics considered include: equations of atmospheric motion, vertical variations of wind and pressure fields, mathematical representation and characteristics of fronts, concepts of circulation and vorticity, and effects of friction on atmospheric motion. Applications and illustrations are drawn from both terrestrial and planetary examples.

ASTRO 410 Experimental Astronomy (I)

Fall. 4 credits. Prerequisites: PHYS 214/8 (or 310 or 360), PHYS 323/7 (or coregistration) or permission of instructor. J. Houck, S. Eikenberry, P. Goldsmith.

Observational astrophysics. Major experiments involve techniques in CCD (charge-coupled-device) imaging, optical photometry, optical spectroscopy, radiometry, radio spectroscopy and radio astronomy. The experiments involve use of the Hartung-Boothroyd Observatory's 24-inch telescope, a laboratory two-element radio interferometer, and a radio telescope mounted on top of the Space Sciences Building. The laboratory covers the fundamentals of using astronomical instrumentation and data analysis as applied to celestial phenomena: asteroids, normal stars, supernova remnants, globular clusters, planetary nebulae, the interstellar medium, OH masers, and galaxies.

ASTRO 431 Introduction to Astrophysics and Space Sciences (I)

Fall. 4 credits. Prerequisites: mathematics above the 200 level and physics above the 300 level; PHYS 443 is recommended. I. Wasserman.

A systematic development of modern astrophysical concepts for physical science majors. Stellar structure and evolution, stellar atmospheres, compact objects (white dwarf, neutron star, and black holes), planets, and brown dwarfs. Current research problems in these areas are introduced along the way. The emphasis is on using fundamental physics principles to explain astronomical phenomena. A variety of physics, including elements of general relativity, nuclear physics, solid state physics and fluid mechanics, are introduced or reviewed in a quick, practical fashion and put into use in solving astrophysics puzzles.

ASTRO 432 Introduction to Astrophysics and Space Sciences II (I)

Spring. 4 credits. Prerequisite: ASTRO 431 or permission of instructor. D. Chernoff.

This course is divided into two broad topics; the astrophysics of the interstellar medium and cosmology. The interstellar medium section covers thermal equilibrium and radiative transport in HII regions, atomic gas regions, and molecular clouds. The cosmology section includes expansion of the universe, metrics, Friedmann equations, dark matter, cosmological tests, the early universe, and the cosmological production of the elements.

[ASTRO 434 The Evolution of Planets (I)]

Spring. 4 credits. Not offered 2001-2002. Staff.

An introduction to the physical and chemical processes that have been active in altering the environments of planets and satellites from their original to their present state. Theories of the formation of the solar system are revealed with special emphasis on chemical differentiation of the primeval solar nebula. A critical assessment is made of how well the various theories account for the clues left in the meteorite record and how well they explain the current environments of the planets and satellites. The main ideas about the formation and evolution of terrestrial planets, satellite systems, and asteroids are considered in detail. Some specific topics included are the history of the earth-moon system, the probable evolution of Jupiter's Galilean satellites, and the comparative histories of Venus, Earth, and Mars.]

ASTRO 440 Independent Study in Astronomy

Fall or spring. 2-4 credits. Prerequisite: permission of instructor. Recommended: familiarity with the topics covered in ASTRO 332, 431, or 434.

Individuals work on selected topics. A program of study is devised by the student and instructor. Students need to fill out an independent study form, have it signed by the instructor, and register in the department office, 610 Space Sciences Building.

ASTRO 490 Senior Seminar Critical Thinking (I)

Fall. 3 credits. Y. Terzian.

Critical thinking in scientific and nonscientific contexts. Topics include elements of classical logic, including standards of evidence and paradoxes. Case studies include examples of competing hypotheses in the history of science, as well as examples from borderline sciences. Stress will be put on creative generation of alternative hypotheses and their winnowing by critical scrutiny. Topics include the nature and history of the universe, the nature of time, the nature of reality, the possibilities of life on other planets, and

artificial intelligence. The course includes debates by the students.

[ASTRO 509 General Relativity]

Fall. 4 credits. Not offered 2001–2002.

E. Flanagan.

For description, see PHYS 553.]

[ASTRO 510 Applications of General Relativity]

Spring. 4 credits. Not offered 2001–2002.

E. Flanagan.

For description, see PHYS 554.]

[ASTRO 511 Physics of Black Holes, White Dwarfs, and Neutron Stars (also PHYS 525)]

Fall. 4 credits. The minimum prerequisites for this course are all of the physics at the upper division undergraduate level. Not offered 2001–2002. D. Lai.

Compact objects (neutron stars, black holes and white dwarfs) are the endpoints of stellar evolution. They are responsible for some of the most exotic phenomena in the universe including: supernova explosion, radio pulsars, bright X-ray binaries, magnetars, gamma-ray bursts, and so on. Supermassive black holes also lie at the heart of the violent processes in active galactic nuclei and quasars. The study of compact objects allows one to probe physics under extreme conditions (high densities, strong magnetic fields, and gravity). This course surveys the astrophysics of compact stars and related subjects. Emphasis is on the application of diverse theoretical physics tools to various observations of compact stars. There are no astronomy or general relativity prerequisites. At the level of *Physics of Black Holes, White Dwarfs, and Neutron Stars* by Shapiro and Teukolsky.]

ASTRO 516 Galactic Structure and Stellar Dynamics (I)

Fall. 4 credits. D. Chernoff.

This course is an introduction to the study of the structure of galaxies via the laws of modern physics. Topics include the observed kinematics and spatial distribution of stars in the vicinity of the Sun, shapes and properties of stellar orbits, the gravitational N-body problem, collisional relaxation in stellar systems, spiral structure, galaxy classification and evolution, and cosmological results in galaxy formation.

ASTRO 520 Radio Astronomy

Fall. 4 credits. D. Campbell, P. Goldsmith.

Covers radio astronomy telescopes and electronics; antenna theory; observing procedures and data analysis; concepts of interferometry and aperture synthesis.

[ASTRO 523 Signal Modeling, Statistical Inference, and Data Mining in Astronomy]

Spring. 4 credits. Not offered 2001–2002.

J. Cordes.

The course aims to provide tools for modeling and detection of various kinds of signals encountered in the physical sciences and engineering. Data mining and statistical inference from large and diverse databases are also covered. Experimental design is to be discussed. Basic topics covered include: probability theory; Fourier analysis of continuous and discrete signals; digital filtering; matched filtering and pattern recognition; spectral analysis; Karhunen-Loeve analysis; wavelets; parameter estimation; optimization techniques; Bayesian statistical inference; deterministic, chaotic, and stochastic processes; image formation and

analysis; maximum entropy techniques.

Specific applications are chosen from current areas of interest in astronomy, where large-scale surveys throughout the electromagnetic spectrum and using non-electromagnetic signals (e.g., neutrinos and gravitational waves) are ongoing and anticipated. Applications are also chosen from topics in geophysics, plasma physics, electronics, artificial intelligence, expert systems, and genetic programming. The course is self-contained and is intended for students with thorough backgrounds in the physical sciences or engineering.]

ASTRO 525 Techniques of Optical/Infrared and Submillimeter Astronomy

Spring. 4 credits. T. Herter, G. Stacey.

Optical/infrared and submillimeter telescopes and instrumentation are discussed and related to current research in these fields. The course includes telescope design and general optical design (ray tracing). CCD, photoconductor, photovoltaic, bolometer, impurity band conduction, and heterodyne detection systems are presented. The instrumentation discussion includes general instrument design and specific applications to cameras, spectrographs, and interferometers. Detection limits of various systems, cryogenic techniques, and astronomical data analysis techniques are also discussed. Special topics include speckle interferometry and adaptive optics.

ASTRO 530 Astrophysical Processes

Spring. 4 credits. D. Lai.

Thermal and nonthermal radiation processes encountered in studies of stars, the interstellar and intergalactic media, galaxies, and quasars. Fundamentals of radiative transfer, bremsstrahlung, synchrotron radiation, and Compton scattering are covered, as well as spectral line transfer, gas heating and cooling, and topics in atomic and molecular spectroscopy. These topics are discussed within the framework of astrophysical situations, such as star formation, interstellar gas and dust clouds, jets, active galactic nuclei, clusters of galaxies and cosmology.

[ASTRO 555 Theory of the Interstellar Medium]

Spring. 4 credits. Not offered 2001–2002.

Covers global theories of the interstellar medium-mass and energy exchange between the different phases; the role of shock waves and energetic outflows in the thermal equilibrium and ionization state of gas in the galaxy; basic astrophysical fluids and plasmas; galactic dynamics; and observation techniques, current problems and results.]

[ASTRO 560 Theory of Stellar Structure and Evolution (also PHYS 667)]

Spring. 4 credits. Not offered 2001–2002.

This course is intended to provide a systematic development of stellar astrophysics, both theory and observations. Topics include: hydrostatic equilibrium; equation of state; radiation transfer and atmospheres; convection and stellar turbulence; nuclear burning and nucleosynthesis; solar neutrinos; star formation; pre-main sequence stars; brown dwarfs; end states of stellar evolution (white dwarfs, neutron stars and black holes); supernovae; interacting binary stars; stellar rotation and magnetic fields; stellar pulsations; winds and outflows. The prerequisites for the course are all undergraduate level physics. Though helpful, no astronomy background is required.]

ASTRO 570 Physics of the Planets

Fall. 4 credits. P. Nicholson.

An introductory survey of planetary science with an emphasis on the application of physical principles. Planetary dynamics, including satellite orbits, tidal interactions, resonances, and ring dynamics. An introduction to the theory of planetary interiors, gravitational fields, heat sources, and rotational mechanics. Physics of planetary atmospheres, including radiative transfer, convection, and thermal structure. Important observational results, including those of ground-based optical, infrared, radio, and radar astronomy, as well as those made by spacecraft, are discussed. Intended for graduate students and seniors in astronomy, physics, and engineering.

[ASTRO 571 Mechanics of the Solar System (also T&AM 673)]

Spring. 3 credits. Not offered 2001–2002.

J. Burns.

Course topics include: gravitational potential, planetary gravity fields; free and forced rotations; Chandler wobble, polar wander, damping of nutation; equilibrium tidal theory, tidal heating; orbital evolution of natural satellites, resonances, spin-orbit coupling; Cassini states; long-term variations in planetary orbits; orbital and rotational chaos; dust dynamics; dynamics of ring systems; and seismic waves, free oscillations. Illustrative examples are drawn from contemporary research.]

[ASTRO 579 Celestial Mechanics]

Fall. 3 credits. Not offered 2001–2002.

For description, See T&AM 672.]

[ASTRO 590 Galaxies and the Universe]

Spring. 4 credits. Not offered 2001–2002.

M. Haynes, T. Herter.

The universe, its constituents, its large-scale structure, and its history in the light of the major thrusts of extragalactic research. The morphology, photometry, dynamics, and kinematics of galaxies and their subsystems. Determination of masses, mass-to-light ratios, and the "missing mass." Activity in Seyferts, radio galaxies, and quasars. Binaries, groups, clusters, and superclusters. The extragalactic distance scale. Galaxy formation and evolution. Confrontation of cosmological theories with observational results.]

ASTRO 599 Cosmology (also PHYS 599)

Fall. 4 credits. Prerequisites: statistical physics, quantum mechanics and electromagnetic theory. I. Wasserman.

This course is intended to provide a detailed theoretical development of current ideas in cosmology. Topics include observational overview; growth of irregularities, galaxy formation, and clustering; big bang cosmology, recombination, nucleosynthesis; very early universe, symmetry breaking, inflationary scenarios. At the level of Peebles, *Principles of Physical Cosmology*.

[ASTRO 620 Seminar: Advanced Radio Astronomy]

Fall. 2 credits. Prerequisites: some background in astronomical spectroscopy suggested. Open to advanced undergraduates by permission of instructor. W 2:30–4:30. Not offered 2001–2002.

Selected topics in the application of spectroscopic techniques from the infrared through radio regime to studies of the "dark ages" and the origin of galaxies, stars, and planets. We emphasize the processes of star formation

from the earliest times to the current circumstances of stellar and planetary formation in the Milky Way and other galaxies. Discussions include the potential of new facilities including the Arecibo and Green Bank telescopes, the Expanded VLA, the Atacama Large Millimeter Array, the Large Millimeter Telescope, the Square Kilometer Array, SIRTf, and the Cornell Atacama Telescope.]

ASTRO 621 Seminar: Planetary Radar Astronomy

Spring. 3 credits. Prerequisites: intended for graduate students and upper-level undergraduates in astronomy, engineering, and geology. A good background in undergraduate mathematics and physics is required. D. Campbell.

The application of radar to the study of the surfaces of planets, planetary satellites, asteroids, and comets. Topics covered target detectability and the specification of the needed antennas, transmitters, and receiving systems; data processing techniques; imaging techniques including delay-Doppler imaging, synthetic aperture radar (SAR) and interferometric SAR; target characterization from cross section, scattering laws and polarization measurements; results from earth-based and spacecraft radar observations of Mercury, Earth, the Moon, Mars, the satellites of Jupiter, the rings of Saturn, asteroids, and comets.

ASTRO 640 Advanced Study and Research

Fall or spring. Credit TBA. Guided reading and seminars on topics not currently covered in regular courses. Students need to register in the department office, 610 Space Sciences Building.

[ASTRO 651 Atmospheric Physics (also EAS 651)]

Fall. 3 credits. Not offered 2001-2002. K. Cook, S. Colucci, P. Gierasch. For description, see SCAS 651.]

[ASTRO 652 Advanced Atmospheric Dynamics (also SCAS 652)]

Spring. 3 credits. Offered alternate years, not offered 2001-2002. S. Colucci, K. Cook, P. Gierasch. For description, see SCAS 652.]

[ASTRO 660 Cosmic Electrodynamics (also A&EP 608)]

Spring. 2 credits. Not offered 2001-2002.]

ASTRO 671 Seminar: Spectroscopy of Planetary Surfaces

Fall. 3 credits. J. Bell. Students review the physics behind remote sensing of the solid surfaces of the Moon, terrestrial planets, asteroids and comets. The class emphasizes relevant aspects of Crystal Field theory, Hapke theory, spectral analysis and classification, and measurement techniques. Examples of telescopic and spacecraft reflectance and thermal emission spectra are discussed.

ASTRO 673 Seminar: Planetary Atmospheres

Spring. 2 credits. P. Gierasch. This course deals with motions in planetary atmospheres. Among the topics discussed are the Venus general circulation, dust and water transports on Mars, alternating jets on the outer planets, and compositional layering in the outer planets.

[ASTRO 690 Seminar: Computational Astrophysics (also PHYS 680)]

Spring. 3 credits. Prerequisites: working knowledge of FORTRAN. Not offered 2001-2002. Staff.]

[ASTRO 699 Seminar: Problems in Theoretical Astrophysics (also PHYS 665)]

Fall. 2 credits. Not offered 2001-2002. Staff.]

[ASTRO 699 Seminar: Observational High Energy Physics]

Spring. 2 credits. ASTRO 511 (PHYS 525) is strongly recommended as a co- or prerequisite. Not offered 2001-2002. Staff.]

BIOLOGICAL SCIENCES

Biology is a popular subject at many universities for a variety of reasons: it is a science that is in an exciting phase of development; it prepares students for careers in challenging and appealing fields such as human and veterinary medicine, environmental sciences, and biotechnology; and it deals with the inherently interesting questions that arise when we try to understand ourselves and the living world around us. Many of the decisions we face today deal with the opportunities and problems that biology has put before us.

The major in biological sciences at Cornell is available to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. Student services provided by the Office of Undergraduate Biology, 216 Stimson Hall, are available to students from either college.

The biology major is designed to enable students to acquire the foundations in physical and life sciences necessary to understand modern biology and to pursue advanced studies in a specific area of biology. Programs of study include animal physiology; biochemistry; computational biology; ecology and evolutionary biology; general biology; genetics and development; microbiology; molecular and cell biology; neurobiology and behavior; nutrition; plant biology; and systematics and biotic diversity. Students interested in the marine sciences may consult the Cornell Marine Programs Office (G14 Stimson Hall, 255-3717) for academic advice and career counseling. For more details about the biology curriculum, see the section in this catalog on Biological Sciences.

BIOLOGY AND SOCIETY MAJOR

See under Special Programs and Interdisciplinary Studies.

BURMESE

See Department of Asian Studies.

CAMBODIAN

See Department of Asian Studies.

CHEMISTRY AND CHEMICAL BIOLOGY

B. K. Carpenter, chair (122 Baker Laboratory, 255-4174); D. Y. Sogah, director of undergraduate studies; H. D. Abruna, A. C. Albrecht, B. A. Baird, T. P. Begley, J. M. Burlitch, B. K. Carpenter, R. A. Cerione, P. J. Chirik, J. C. Clardy, G. W. Coates, D. B. Collum, B. R. Crane, H. F. Davis, F. J. DiSalvo, S. E. Ealick, G. S. Ezra, R. C. Fay, J. H. Freed, B. Ganem, M. A. Hines, R. Hoffmann, P. L. Houston, S. Lee, R. F. Loring, S. T. Marcus (associate director of undergraduate studies), J. A. Marohn, T. McCarrick, J. E. McMurtry, D. T. McQuade, J. Meinwald, S. O. Russo, D. Y. Sogah, D. A. Usher, B. Widom, C. F. Wilcox, P. T. Wolczanski, D. B. Zax

The Department of Chemistry and Chemical Biology offers a full range of courses in physical, organic, inorganic, analytical, theoretical, bioorganic, and biophysical chemistry. In addition to their teaching interests, Chemistry and Chemical Biology faculty members have active research programs. The link between teaching and research is a vital one in a continuously evolving scientific subject; it ensures that students will be provided with the most advanced information and perspectives, and affords opportunities for students to participate in research.

The Standard Major

The chemistry major at Cornell provides a great deal of flexibility and prepares students for a large variety of career options. In recent years, chemistry majors have gone on to graduate study in chemistry, medicine, law, and business management, as well as directly into positions with chemical, pharmaceutical, and other industrial companies. A major in chemistry can also provide the basis for work in related areas such as molecular biology, chemical physics, geochemistry, chemical engineering, materials science, solid state physics, and secondary education. Nearly all of the required courses for the major can be completed in three years, leaving the senior year open for advanced and independent work under the supervision of a professor.

The courses are arranged as a progression, with some (including mathematics and physics) prerequisite to those that are more advanced. During the first year, a student should normally register for general chemistry (preferably CHEM 215-216 although CHEM 207-208 or 206-208 is acceptable), mathematics, a freshman writing seminar, a foreign language if necessary, or physics. CHEM 215-216 is aimed at those students with good preparation and a strong interest in chemistry. Students who do not know if their preparation is adequate should consult the instructor. In the second year a student should complete calculus and take physics and organic chemistry (CHEM 359-360 is preferred to CHEM 357-358). The second-year laboratory courses include 300, Quantitative Chemistry and 301, Experimental Chemistry I. CHEM 389-390, Physical Chemistry I and II, and CHEM 302-303, Experimental Chemistry II and III, should be completed in the third year. CHEM 410 should be completed in the third or fourth year. Advanced work in chemistry and related subjects can be pursued in the fourth year and in the earlier years as well.

The opportunity for independent research is also available. All students with questions about the major are encouraged to consult the chair of the Department of Chemistry and Chemical Biology or the chair's representative. Entering students who are exceptionally well prepared in chemistry may receive advanced placement credit for CHEM 207.

Prerequisites for admission to a major in chemistry are (1) CHEM 215–216, 300; or 207–208, 300; or 211, 208, 300; or 206, 208, 300; (2) PHYS 207 or 112; and (3) MATH 111 or 191. Students are not encouraged to undertake a major in chemistry unless they have passed those prerequisite courses at a good level of proficiency. The minimum additional courses that must be completed for the standard major in chemistry are listed below.

- 1) CHEM 301–302–303, 359–360 (357–358 may be substituted), 389–390, and 410
- 2) MATH 112, 213; or 122, 221–222; or 192–293–294
- 3) PHYS 208

Potential majors electing to take MATH 213 are strongly urged to do so in their sophomore year to avoid scheduling conflicts with CHEM 389 in their junior year.

The sequence described above is a basic program in chemistry that students can extend substantially in whatever direction suits their own needs and interests. Those going on to do graduate work in chemistry should recognize that these requirements are minimal and should supplement their programs, where possible, with further courses such as CHEM 405, 605, 606, 665, 666, 668, and 681. Even students not planning graduate work in chemistry should consider advanced work in physics and mathematics, courses in the biological sciences, and advanced work in chemistry as possible extensions of the basic program.

Honors. The honors program in chemistry offers superior students in the standard major an opportunity to study independently in seminars and to gain additional experience by engaging in research during the senior year. It is particularly recommended to those who plan graduate work in chemistry. Prospective candidates should complete the introductory organic chemistry and physical chemistry sequences by the end of the junior year, although failure to have completed those courses in the junior year does not in itself disqualify a student from the honors program. Completion of the program at a high level of performance leads to the degree of Bachelor of Arts with honors in chemistry. Students will be admitted to the program by invitation of the department, with selection based on a superior cumulative average, including chemistry grades, and good performance in at least four credits of research at Cornell.

Prospective candidates should discuss their plans with advisers by March 1 of their junior year; participants are notified by early January of their senior year. To be awarded honors, candidates must show outstanding performance in at least eight credits of undergraduate research such as is offered in CHEM 421, 433, 461, or 477. In addition, the writing of a thesis in the honors seminar (CHEM 498) is expected.

The Alternative Major

The alternative major is a flexible program that provides core coverage of chemistry around which students can design a program to meet their own career goals. Requirements consist of a core program along with four additional courses chosen by the student. One of the four must be in chemistry at the 300 level or above; the other three may be in another field but should represent a cohesive plan and must be approved by a departmental committee.

The Core Program for the Alternative Major

- 1) CHEM 215–216, 300 (or 207–208, 300; or 211, 208, 300; or 206, 208, 300); 251, 257, 287, 289, and 410 (CHEM 357–358 or 359–360 can be substituted for CHEM 257, or CHEM 389–390 can be substituted for CHEM 287, thereby fulfilling the requirement for an additional 300-level chemistry course)
- 2) MATH 111–112; or 111, 122; or 191–192
- 3) PHYS 207–208; or 112, 213

Additional Courses for the Alternative Major

Possible plans for the remaining three courses might include programs in Biochemistry; Biology; Physics; Computer Science; Polymers; Materials Science; Science, Technology, and Society; History and Philosophy of Science and Technology; Business and Management; Economics; Education; and others.

Premedical students and those interested in pursuing double majors might find the alternative major particularly attractive. The course requirements for admission to the alternative major are the same as those for the standard major.

Program for Science Teachers

Chemistry majors who wish to become teachers will be interested to know that Cornell University offers a certification program for teachers of secondary (grades 7–12) science. Interested students apply to the program during their sophomore or junior years. If accepted, students integrate some course work in Education with the rest of their undergraduate studies. All chemistry majors who enter this program will remain in the College of Arts and Sciences to complete the major.

After earning the bachelor's degree, certification students enter the Graduate Field of Education to complete a fifth year of study at Cornell. Following this fifth year, students are eligible for a master's degree from Cornell and a teaching certificate from New York State. Additional information is available from Susie Slack, 424 Kennedy Hall, 255–9255 or Prof. Deborah Trumbull, 426 Kennedy Hall, 255–3108.

Laboratory Course Regulations

Students registered for laboratory courses who do not appear at the first meeting of the laboratory will forfeit their registration in that course.

Students and members of the teaching staff are required to wear safety goggles and lab aprons in all chemistry laboratories. Closed-toed footwear is required (no sandals). Students are reminded to take their goggles and lab aprons to the first laboratory session. Those who fail to cooperate with the safety

program will be asked to leave the laboratories.

Students are required to pay for glassware and any other items broken or missing from their laboratory desks at the close of each semester. Students who fail to inventory their desks at the appointed time in the presence of their instructor are charged a \$10 fee in addition to charges for any breakage.

Courses

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

Preliminary examinations for all courses may be given in the evening.

[CHEM 105 The Language of Chemistry (I)]

Fall. 3 credits. This course contributes to satisfying the CALS physical science requirement of one course in chemistry. S-U or letter grades. Lects, M W F 12:20. Prelims: in normal class period at 12:20 P.M. Not offered 2001–2002; next offered fall 2002. Staff.

In his autobiography, A. Kornberg (Nobel Laureate in Medicine, 1959) wrote, "much of life can be understood in rational terms if expressed in the language of chemistry. It is an international language, a language for all time, a language that explains where we came from, what we are, and where the physical world will allow us to go." Through careful examination of a few milestone investigations of naturally occurring biologically important compounds (such as the antimalarial quinine, bombykol, and the sperm attractants of algae), the principles of chemistry to which Kornberg refers are developed. Methods of analyzing chemical problems are emphasized, rather than the memorization of specific results or formulas. There is an opportunity for students, working in small groups, to prepare and present short reports on topics of particular current interest at the interface between chemistry and biology.]

CHEM 106 The World of Chemistry (I)

Spring. 3 credits. This course contributes to satisfying the CALS physical science requirement of one course in chemistry. S-U or letter grades. Lects, M W F 1:25. Prelims: 7:30–9 P.M., March 5, April 4. R. Hoffman.

Chemistry is the art, craft, business, and science of substances and their transformations. And, ever since we've learned to look inside, we know those substances are molecular, and chemistry is also played out on the microscopic level. This is a course that looks at the way chemistry enters all aspects of the everyday world. In CHEM 106 students gain a feeling for the way science is done and grasp the interplay of chemistry and biology. They come to understand the central place of chemistry in culture and in the economy. The teaching is open and unthreatening, and there are many live demonstrations, as well as excerpts from poems, plays, and movies.

CHEM 206 Introduction to General Chemistry (II)

Fall or summer. 4 credits. Enrollment limited. Recommended for students who have not had high school chemistry and for those needing a less intensive course than CHEM 207. Lects, M W F 11:15; lab, T R or F 8:00–11:00, or M W or F 1:25–4:25.

Prelims: 7:30-9 P.M., Oct. 11, Nov. 15, C. F. Wilcox.

An introduction to general chemistry, with emphasis on important principles and facts. CHEM 206 covers much of the same material as CHEM 207 plus the basics of chemical equilibrium, but does so at a slower pace.

CHEM 207-208 General Chemistry (I)

Fall or summer, 207; spring or summer, 208. 4 credits each term. Recommended for those students who will take further courses in chemistry. Prerequisite for CHEM 207: high school chemistry. Prerequisite for CHEM 208: CHEM 206 or 207. Lects, T R 10:10 or 12:20; lab, T R F 8-12 or M T W R F 12:20-4:25. Prelims: 7:30-9 P.M., Oct. 11, Nov. 15, Feb. 26, April 9. Fall: J. E. McMurry; spring: M. A. Hines.

Fundamental chemical principles and descriptive facts are covered, with considerable attention given to the quantitative aspects and to the techniques important for further work in chemistry. Second-term laboratory includes a systematic study of qualitative analysis.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry 207 by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall. Taking CHEM 208 after 215 is not recommended and can be done only with the permission of the 208 instructor.

CHEM 211 Chemistry for the Applied Sciences (I)

Fall or spring, 4 credits. Recommended for those students who intend to take only one term of chemistry. Enrollment limited. Prerequisite: high school chemistry or permission of instructor. Corequisite: a calculus course at the level of MATH 111 or 191. Lects, fall, M W F 12:20; spring, M W F 11:15. Labs, M T W R F 1:25-4:25. Prelims: 7:30-9 P.M., Sept. 25, Oct. 25, Nov. 29, Feb. 14, Mar. 12, Apr. 11. Fall: P. T. Wolczanski; spring: J. Marohn.

Important chemical principles and facts are covered with the objective of understanding the role of chemistry in other fields. Emphasis is on topics such as solid-state materials, periodic trends, and specific classes of compounds, such as polymers.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

CHEM 215-216 General and Inorganic Chemistry (I)

Fall, 215; spring, 216. 4 credits each term. Recommended for students who intend to specialize in chemistry or in related fields. Enrollment limited. Prerequisites: good performance in high school chemistry, physics, and mathematics. Corequisite: a calculus course at the level of MATH 111 or 191 for students who have not taken high school calculus. Prerequisite for CHEM 216: CHEM 215. Lects, M W F 12:20; lab, M T W R or F 1:25-4:25. Prelims: 7:30-9 P.M., Oct. 11, Nov. 15, Feb. 14, Mar. 12,

Apr. 11. Fall: B. Widom; spring: B. R. Crane.

An intensive systematic study of the laws and concepts of chemistry, with considerable emphasis on quantitative aspects. Second term includes systematics of inorganic chemistry. Laboratory work covers qualitative and quantitative analysis, transition metal chemistry, and spectroscopic techniques.

Note: Taking CHEM 208 after 215 is not recommended and can be done only with the permission of 208 instructor.

[CHEM 233 Introduction to Biomolecular Structure]

Fall. 2 credits. Limited to 30 students. Prerequisites: CHEM 207-208 or equivalents. Lects, T R 2:30-3:20. Not offered 2001-2002. S. E. Ealick.

This course is intended for students with a basic understanding of chemistry who are considering a program of study in biochemistry. The interrelationship of the structure and function of biologically important molecules are explored. Emphasis is placed on understanding the way in which the three-dimensional arrangements of atoms determine the biological properties of both small molecules and macromolecules such as proteins and enzymes. The study of molecular structure is aided by interactive computer graphics for visualizing three-dimensional structures of molecules.]

CHEM 251 Introduction to Experimental Organic Chemistry

Fall, spring, or summer. 2 credits. Recommended for non-chemistry majors. Enrollment limited. Prerequisites: coregistration in CHEM 257 or 357. Lects: fall, R 11:15 or F 8:00; spring, F 8; lab, M T W R or F 1:25-4:25, or T or R 8-11. Prelims: 7:30-9 P.M., Fall: Nov. 15. Spring: Apr. 16. S. Russo.

Introduction to the synthesis, separation, and handling of materials, including applications of many types of chromatography, simple and fractional distillation, crystallization, extraction, and others.

CHEM 252 Elementary Experimental Organic Chemistry

Spring. 2 credits. Recommended for non-chemistry majors. Prerequisite: CHEM 251. Lec, R 11:15; lab, T 8-11, W 1:25-4:25. Prelims: 7:30-9 P.M. Apr. 16. S. Russo. A continuation of CHEM 251.

CHEM 257 Introduction to Organic and Biological Chemistry (I)

Spring. 3 credits. Prerequisite: CHEM 206 or 207. Because CHEM 257 is only a 3-credit course, it does not provide a practical route to satisfying medical school requirements. Lects, M W F 12:20. Prelims: 7:30-9:00 P.M. March 5, April 9. D. A. Usher. An introduction to organic chemistry with an emphasis on those structures and reactions of organic compounds having particular relevance to biological chemistry.

CHEM 287-288 Introductory Physical Chemistry (I)

Fall, 287; spring, 288. 3 credits each term. Prerequisites: CHEM 208 or 216 and MATH 111-112 and PHYS 208, or permission of instructor. Prerequisite for CHEM 288: CHEM 287 or 389. Lects, M W F 9:05; 287: rec, M or W 1:25, T 9:05; 288: rec, M or W 1:25. Prelims: 7:30-9 P.M., 287: Oct. 16, Nov. 29. 288: Mar. 7, Apr. 16. Fall: A. C. Albrecht; spring: J. H. Freed.

A systematic treatment of the fundamental principles of physical chemistry, focusing in the fall on thermodynamics and an introduction to quantum mechanics. In the spring the course is oriented to the application of physical chemistry to biological systems, including transport, kinetics, electrochemistry, spectroscopy. CHEM 287 satisfies the minimum requirement for physical chemistry in the alternative chemistry major.

CHEM 289-290 Introductory Physical Chemistry Laboratory

Fall, 289; spring, 290. 2 credits each term. Lects: fall, R 8:00 A.M.; spring, R 8:00 or 9:05. Lab: fall, M T 1:25-4:25; spring, M T W R 1:25-4:25. T. McCarrick.

A survey of the methods basic to the experimental study of physical chemistry, with a focus on the areas of kinetics, equilibrium, calorimetry, and molecular spectroscopy.

CHEM 300 Quantitative Chemistry

Fall. 2 credits. Prerequisite: CHEM 208, or CHEM 216 or advanced placement in chemistry. Lec, R 10:10; lab, M T W R 12:20-4:25 or T 8-12. Prelim: 7:30-9 P.M., Oct. 25, Nov. 29. J. M. Burlitch.

Volumetric, spectrophotometric, and potentiometric methods are emphasized. Techniques are learned by analysis of knowns, and then are used on unknowns. Lectures and problem sets stress the relationship between theory and applications.

CHEM 301 Experimental Chemistry I (I)

Spring. 4 credits. Prerequisites: CHEM 300, and 357 or 359. Lec, M W F 12:20; 2 labs, M W 1:25-4:25 or T R 8-11 or T R 1:25-4:25. J. M. Burlitch.

An introduction to the techniques of synthetic organic chemistry. A representative selection of the most important classes of organic reactions is explored in the first half of the semester, augmented by lectures on the reaction chemistry and the theory of separation and characterization techniques. The second half of the term is devoted to a special project, part of which is designed by the student. An opportunity to use inert atmosphere techniques is included.

CHEM 302 Experimental Chemistry II (I)

Fall. 4 credits. Enrollment limited; preference given to chemistry majors. Prerequisite: CHEM 301. Lects, M W F 9:05; 2 labs, M W 1:25-4:25, T R 8-11 or T R 1:25-4:25. F. J. DiSalvo.

Instrumental methods of analysis, including chemical microscopy, UV, IR, and AA spectroscopies, and gas chromatography. The design, execution, and analysis of experiments is stressed.

CHEM 303 Experimental Chemistry III (I)

Spring. 4 credits. Each lab limited to 10 students. Prerequisites: CHEM 302, 389, 390; coregistration in the latter is permissible. Lects, M W F 9:05; 2 labs, M W 1:25-4:25, or T R 9:00-12 or T R 1:25-4:25. H. D. Abruna.

An introduction to experimental physical chemistry, including topics in calorimetry, spectroscopy, and kinetics. The analysis and numerical simulation of experimental data is stressed.

CHEM 357-358 Organic Chemistry for the Life Sciences (I)

Fall or summer, 357; spring or summer, 358. 3 credits each term. Prerequisite for CHEM 357: CHEM 208 or 216 or advanced placement; recommended: concurrent registration in CHEM 251 or 300. Prerequisite for CHEM 358: CHEM 357 or permission of the instructor. Lects, M W F 9:05 or 10:10, optional rec may be offered.

Prelims: 7:30-9 P.M., Oct. 4, Oct. 23, Nov. 20, Feb. 14, Mar. 12, Apr. 11. Fall: T. Rutledge; spring: J. Meinwald.

A study of the more important classes of carbon compounds—especially those encountered in the biological sciences. Emphasis is placed on their three-dimensional structures, mechanisms of their characteristic reactions, their synthesis in nature and the laboratory, methods of identifying them, and their role in modern science and technology.

Note: Because of duplication of material, students who take both CHEM 257 and 357 will receive graduation credit only for CHEM 257.

CHEM 359-360 Organic Chemistry I and II (I)

Fall, 359; spring, 360. 4 credits each term. Recommended for students who intend to specialize in chemistry or closely related fields. Enrollment limited. Prerequisites: CHEM 216 with a grade of B or better, CHEM 208 with a grade of A or better, or permission of instructor. Prerequisite for CHEM 360: CHEM 359. Recommended: coregistration in CHEM 300-301-302. Lects, M W F 9:05; dis sec, W 7:30 P.M.; prelims, 7:30-9:00 P.M., Sept. 19, Oct. 17, Nov. 14, Spring: 7:30-9:00 P.M., Feb. 13, Mar. 13, Apr. 17. Fall: D. Ganem; spring, G. W. Coates.

A rigorous and systematic study of organic compounds, their structures, the mechanisms of their reactions, and the ways they are synthesized in nature and in the laboratory.

CHEM 389-390 Physical Chemistry I and II (I)

Fall, 389; spring, 390. 4 credits each term. Prerequisites: MATH 213 or, ideally, 221-222; PHYS 208; CHEM 208 or 216 or permission of instructor. Prerequisite for CHEM 390: CHEM 389. Lects, 389: M W F 10:10; rec M or W 1:25 or T 9:05. Lects, 390: M W F 10:10; prelims: 7:30-9 P.M. 389: Oct. 2, Oct. 30, Nov. 29. 390: Feb. 14, Mar. 12, Apr. 11. Fall: P. L. Houston; spring: 390: H. F. Davis.

The principles of physical chemistry are studied from the standpoint of the laws of thermodynamics, kinetic theory, statistical mechanics, and quantum chemistry.

CHEM 391 Physical Chemistry II (also CHEM 391) (I)

Spring. 4 credits. Enrollment limited to engineering students only. Prerequisites: MATH 293; PHYS 112, 213; CHEM 208 or 216 or permission of instructor. Corequisite: MATH 294. Prerequisite for CHEM 391: CHEM 389. Lects, M W F 9:05; rec M 1:25 or T 9:05; T. M. Duncan.

Course is the study of two topics: (1) Quantum chemistry—the electronic structure of atoms, molecules, and condensed matter; the interaction of electromagnetic radiation with matter for spectroscopy and chemical reaction; and (2) Chemistry kinetics—reaction rate laws from experimental data and reaction mechanisms; approximation methods and

applications to polymerization and heterogeneous catalysis.

CHEM 404 Entrepreneurship in Chemical Enterprise

Spring. 1 credit. Lects, T 2:55-4:10. B. Ganem.

Designed to acquaint students with the problems of planning, starting, and managing a new scientifically oriented business venture, the course consists of six weekly 90-minute meetings focusing on case studies and assigned reading, as well as outside lectures by entrepreneurs in the chemical, pharmaceutical, and biotechnology industries. Topics include new technology evaluation and assessment, business formation, resource allocation, management development, as well as manufacturing and sales issues.

[CHEM 405 Techniques of Modern Synthetic Chemistry (I)]

Spring. 3 or 6 credits. Enrollment limited. Prerequisites: CHEM 302 and permission of instructor. To receive 3 credits, students must perform a minimum of three 2-week experiments. 6 credits will be given for 3 additional experiments. Completion of 5 exercises in elementary glass-blowing will count as 1 experiment. Lab time required: 16 hours each week, including at least two 4-hour sessions in 1 section (M W 1:25). First meeting will be at 1:30 on first class day of semester. Lec, first week only, at times TBA. Not offered 2001-2002. J. M. Burlitch.]

CHEM 410 Inorganic Chemistry (I)

Fall. 4 credits. Prerequisites: CHEM 358 or 360, and 287 or 390. Lects, M W F 11:15. Prelims: 7:30-9:00 P.M., Sept. 25, Oct. 25, Nov. 20. R. C. Fay.

A systematic study of the synthesis, structure, bonding, reactivity, and uses of inorganic organometallic, and solid-state compounds.

CHEM 421 Introduction to Inorganic Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: CHEM 303 and 389-390, or CHEM 287-288, and CHEM 289-290 with an average of B- or better, or permission of instructor. Selected faculty.

Research in inorganic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 433 Introduction to Analytical Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: CHEM 303 and 390 with an average of B- or better or permission of instructor. Selected faculty.

Research in analytical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 450 Principles of Chemical Biology (I)

Fall. 3 credits. Prerequisites: CHEM 357-358, CHEM 359-360 or equivalent. Lects, T R 10:10-11:25. J. C. Clardy.

Biological processes are increasingly understood in chemical terms, and this course introduces some of the most important chemical approaches to biological processes. Topics such as structure-based drug design, small molecule mediators or protein-protein interaction, combinatorial synthesis, chemical genetics, conformational analysis of biological molecules, and the molecules transfer of biological information are covered.

CHEM 461 Introduction to Organic Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: CHEM 302 and 358 or 360 with a grade of B- or better or permission of instructor. Selected faculty.

Research in organic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 477 Introduction to Physical Chemistry Research

Fall or spring. 2-4 credits. Prerequisite: CHEM 390 with an average of B- or better or permission of instructor. Selected faculty.

Research in physical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 498 Honors Seminar

Spring. No credit. Admission to standard chemistry majors only by departmental invitation. Additional prerequisites or corequisites: outstanding performance in either (1) two coherent 4-credit units of research in a course such as CHEM 421, 433, 461, or 477; or (2) one 4-credit unit in a course such as CHEM 421, 433, 461, or 477 and summer research equivalent to at least 4 credits in the same subject. W 2:30-4. R. F. Loring.

Informal presentations and discussions of selected topics in which all students participate. Professional issues are discussed, including graduate education, publication, techniques of oral and audiovisual presentation, employment, ethics, chemistry in society, and support of scientific research. Individual research on advanced problems in chemistry or a related subject under the guidance of a faculty member, culminating in a written report.

CHEM 600-601 General Chemistry Colloquium

Fall, 600; spring, 601. No credit. R 4:40. Staff.

A series of talks representative of all fields of current research interest in chemistry given by distinguished visitors and faculty members.

CHEM 602 Information Literacy for the Physical Scientist

Spring. 1 credit. Primarily for first-year graduate students and undergraduate chemistry majors doing research. Lec, T 4:45-6:00. L. Solla.

An introduction to physical science information research methods, including use of paper and electronic resources. With the continued information explosion, much time can be wasted and important information missed unless an efficient information research strategy is developed. This course demonstrates the use of library and other information resources as a method to critically evaluate the success of research projects.

CHEM 605 Advanced Inorganic Chemistry I: Symmetry, Structure, and Reactivity

Fall. 4 credits. Prerequisite: CHEM 389-390 or equivalent or permission of instructor. Lects, M W F 11:15. P. J. Chirik.

Selected topics in modern inorganic chemistry. Group theory applications: hybrid orbitals, molecular orbitals, molecular vibrations and spectroscopy with emphasis on modern coordination compounds. Reading's at the level of Jordan's *Reaction Mechanisms of Inorganic and Organometallic Systems*, and

Cotton's *Chemical Applications of Group Theory*.

[CHEM 606 Advanced Inorganic Chemistry II: Synthesis, Structure, and Reactivity of Coordination Compounds, and Bioinorganic Chemistry]

Spring. 4 credits. Lects, M W F 10:10. Not offered 2001-2002; next offered fall 2002. P. T. Wolczanski.

Synthesis, structure, and reactivity of modern coordination compounds; oxidation and bioinorganic chemistry. Emphasis on bonding models, structure, and reactivity, including the elucidation of mechanisms. Readings at the level of Purcell and Kotz's *Inorganic Chemistry*, and Jordan's *Reaction Mechanisms of Inorganic and Organometallic Systems*.

[CHEM 607 Advanced Inorganic Chemistry III: Solid-State Chemistry]

Spring. 4 credits. Prerequisite: CHEM 605 or permission of instructor. Lects, M W F 11:15. S. Lee.

The third in a three-term sequence. Interdisciplinary approach to solids. Topics include solid-state structure and X-ray diffraction, synthesis methods, defects in solids, phase diagrams, electronic structure, and chemical and physical properties of solids. Text: *Solid State Chemistry and Its Applications*, by West. Readings from inorganic chemistry and solid-state physics texts.

[CHEM 608 Organometallic Chemistry]

Spring. 4 credits. M W F 10:10. P. T. Wolczanski.

Synthesis, structure, and reactivity of organotransition metal complexes. Current literature is emphasized, and background readings are at the level of Collman, Hefedus, Finke, and Norton's *Principles and Applications of Organotransition Metal Chemistry*.

[CHEM 622 Chemical Communication]

Fall. 3 credits. Lects, M W F 10:10. Not offered 2001-2002; next offered fall 2002. J. Meinwald, T. Eisner.

For description, see BIONB 623.]

[CHEM 625 Advanced Analytical Chemistry I]

Spring. 4 credits. Prerequisite: CHEM 288 or 390 or equivalent. Lects, M W F 9:05; occasional prelims W 7:30 P.M. D. B. Zax.

The application of molecular spectroscopy to chemical problems. Topics in infrared, NMR, and mass spectroscopy are discussed.

[CHEM 627 Advanced Analytical Chemistry II]

Spring. 3 credits. Primarily for graduate students. Prerequisite: CHEM 793 or equivalent is preferable. Lects, M W F 9:05-9:55. Not offered 2001-2002; next offered spring 2003. D. B. Zax.

Modern techniques in nuclear magnetic resonance. Little overlap is expected with CHEM 625, as this course focuses on more general questions of experimental design, understanding of multipulse experiments, and aspects of coherent averaging theory. Examples taken from both liquid and solid-state NMR. May also be of interest to other coherent spectroscopies.]

[CHEM 628 Isotopic and Trace Element Analysis (also NS 690)]

Spring. 3 credits. Primarily for graduate students and advanced undergraduates. Prerequisite: CHEM 288 or 390 or 302, or CHEM 208 and PHYS 208, or permission of

instructor. Lects T R 10:10. Offered alternate years. J. T. Brenna.

Survey course in modern high precision isotope ratio mass spectrometry (IRMS) techniques and trace/surface methods of analysis. Topics include dual inlet and continuous flow IRMS, thermal ionization MS, inductively coupled plasma MS, atomic spectroscopy, ion and electron microscopies, X-ray and electron spectroscopies, and biological and solid state applications.

[CHEM 629 Electrochemistry]

Fall. 4 credits. Primarily for graduate students and junior and senior undergraduates. Prerequisite: CHEM 390 or equivalent (MATH 213 helpful). Lects, T R 8:40-9:55. H. D. Abruna.

Fundamentals and applications of electrochemistry. Topics include the fundamentals of electrode kinetics, electron transfer theory, the electrical double layer, diffusion, and other modes of transport. A wide range of techniques and their application as well as instrumental aspects are covered.

[CHEM 665 Advanced Organic Chemistry]

Fall. 4 credits. Primarily for graduate students and junior and senior undergraduates. Prerequisites: CHEM 358 or 360, and 390 or equivalents or permission of instructor. Lects, M W F 9:05. D. T. McQuade.

CHEM 665 focuses on bonding (covalent and non-covalent), reaction mechanisms, and reactive intermediates, with an emphasis on experimental design and methods. The lecture portion of the course is augmented by both written and oral presentations from the students.

[CHEM 666 Synthetic Organic Chemistry]

Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: CHEM 665 or permission of instructor. Lects, T R 10:10-11:25. D. B. Collum.

Modern techniques of organic synthesis; applications of organic reaction mechanisms and retrosynthetic analysis to the problems encountered in rational multistep synthesis, with particular emphasis on modern developments in synthesis design.

[CHEM 668 Chemical Aspects of Biological Processes]

Fall. 4 credits. Prerequisite: CHEM 360 or equivalent. Lects, T R 8:40-9:55. T. P. Begley.

A representative selection of the most important classes of enzyme-catalyzed reactions is examined from a mechanistic perspective. Topics discussed include the chemical basis of enzymatic catalysis, techniques for the elucidation of enzyme mechanism, cofactor chemistry, and the biosynthesis of selected natural products. The application of chemical principles to understanding biological processes is emphasized.

[CHEM 670 Fundamental Principles of Polymer Chemistry]

Fall. 4 credits. Prerequisite: Physical Chemistry 389/390 and Organic Chemistry 359/360 or equivalent or by permission of instructor. Primarily for graduate students and advanced undergraduates. No previous knowledge of polymers is required. Lects, T R 10:00-11:15. D. Y. Sogah.

This course emphasizes general concepts and fundamental principles of polymer chemistry.

The first part of the course deals with general introduction to classes of polymers, molar masses and their distributions, and a brief survey of major methods of polymer synthesis—radical, step growth, ionic, group transfer, Ziegler-Natta, and metathesis polymerization methods—with emphasis on kinetics, mechanisms and stereochemistry rather than on structure. The second part deals with characterization and physical properties. These include: solution properties—solubility and solubility parameters, solution viscosity, molecular weight characterizations [gel permeation chromatography, viscometry, light scattering, osmometry]; bulk properties—thermal and mechanical properties; and structure-property relationships. The discussions will focus on chemistry rather and physics than engineering of polymers.

[CHEM 671 Synthetic Polymer Chemistry (also MS&E 671 and CHEM 675)]

Spring. 4 credits. Prerequisites: a minimum of organic chemistry at the level of CHEM 359/360 is essential. Those without this organic chemistry background should see the instructor before registering for the course. Primarily for graduate students and advanced undergraduates. No previous knowledge of polymer chemistry is required although knowledge of material covered in CHEM 670 or MS&E 452 will be helpful. Lects, T R 8:30-10:00. D. Y. Sogah.

This course emphasizes application of organic synthetic methods to the development of new polymerization methods and control of polymer architecture. Emphasis is on modern concepts in synthetic polymer chemistry and topics of current interest: the study of new methods of synthesis, preparation of polymers with reactive end groups, the control of polymer stereochemistry and topology, and the design of polymers tailored for specific uses and properties. Topics on synthesis are selected from the following: step-growth polymerization with emphasis on high performances materials, free radical polymerization and copolymerization, Ziegler-Natta polymerization, recent developments in living free radical, anionic, cationic, group transfer, and ring-opening metathesis polymerizations.

[CHEM 672 Kinetics and Regulation of Enzyme Systems]

Spring. 4 credits. Primarily for graduate students with interests in biophysical chemistry. Prerequisite: CHEM 288 or 390, BIONB 331, or equivalents or permission of instructor. Lects, M W F 10:10. Not offered 2001-2002. B. Baird.

Focus is on protein interactions with ligands and consequent changes in structure and activity. Topics include protein structure and dynamics; thermodynamics and kinetics of ligand binding; steady state and transient enzyme kinetics; enzyme catalysis and regulation; and the role of cell membrane receptors in regulating cellular activities.]

[CHEM 677 Chemistry of Nucleic Acids]

Fall. 4 credits. Primarily for graduate students. Prerequisites: CHEM 358 or 360, and 390 or equivalents. Lects, M W 10:10-11:00. D. A. Usher.

Structure, properties, synthesis, and reactions of nucleic acids from a chemical point of view. Special topics include antisense and antigene technology, ribozyme reactions (including the ribosome), mutagens, PCR, recent advances in sequencing, DNA as a computer, and alternative genetic materials.

CHEM 678 Statistical Thermodynamics

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 390 or equivalent. Lects, M W F 9:05. J. Marohn. Course covers the principles of statistical thermodynamics and how they lead to classical thermodynamics. Topics include: ensembles and partition functions; ideal gases and crystals; thermodynamic properties from spectroscopic and structural data; chemical equilibrium; dense gases: virial coefficients; statistical mechanics of solutions, and Bose-Einstein and Fermi-Dirac statistics. At the level of the first twelve chapters of *Statistical Mechanics* by McQuarrie.

CHEM 681 Introduction to Quantum Chemistry

Fall. 4 credits. Prerequisites: 1 year of undergraduate physical chemistry, 3 semesters of calculus, 1 year of college physics. Lects T R 10:10–11:25. G. S. Ezra. An introduction to the application of quantum mechanics in chemistry. This course covers many of the topics in CHEM 793–794 at a more descriptive, less mathematical level. The course is designed for advanced undergraduates, chemistry graduate students with a minor in physical chemistry, and graduate students from related fields with an interest in physical chemistry. At the level of *Quantum Chemistry*, by Levine, or *Molecular Quantum Mechanics* by Atkins.

CHEM 686 Physical Chemistry of Proteins

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 288 or 390 or equivalents. Letter grade for undergraduate and graduates. Lects, M W F 12:20. B. Crane.

Physical properties of proteins are presented from a quantitative perspective and related to biological function. Topics include: chemical, structural, thermodynamic, hydrodynamic, electrical and conductive properties of soluble and membrane proteins; conformational transitions, protein stability and folding; photochemistry and spectroscopic properties of proteins; and protein-protein interactions and single molecular studies.

CHEM 700 Baker Lectures

Fall, on dates TBA. No credit. Lec, T R 11:15.

Distinguished scientists who have made significant contributions to chemistry present lectures for approximately six weeks. This year's lecturer: Jean M. J. Fréchet, University of California at Berkeley.

CHEM 701 Introductory Graduate Seminar

Fall. No credit. Highly recommended for all senior graduate students, in any field of chemistry. Lects W 8:00–9:00 p.m. R. Hoffmann.

A discussion of professional issues facing young chemists as well as life skills: academic and industrial trends, presentations, employment, immigration, publication, research funding, and ethics.

CHEM 716 Introduction to Solid State Organic Chemistry

Fall. 3 credits. Prerequisite: some exposure to (or a course in) quantum mechanics. A good undergraduate physical chemistry course may be sufficient, while PHYS 443 or CHEM 793 or CHEM 794 are at a substantially higher level than what is needed. Lects, M W F 12:20. S. Lee.

This course examines first the principles of crystallography. We then consider properties such as conduction, superconductivity, ferroelectricity and ferromagnetism. The final portion of this course is concerned with structure-property relations.

[CHEM 765 Physical Organic Chemistry I]

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 665 or permission of instructor. Lects, M W F 10:10. Not offered 2001–2002. C. F. Wilcox. Application of computational and experimental techniques to studies of organic reaction mechanisms and the properties of reactive intermediates.]

CHEM 774 Chemistry of Natural Products: Combinatorial Chemistry

Spring. 3 credits. Prerequisites: CHEM 360 and BIOBM 330 or equivalent. Lec, M W F 10:10–11:30. T. P. Begley.

Combinatorial chemistry has revolutionized the way organic chemists think about structure function studies on biological systems and the design of inhibitors. This course explores the design, synthesis, screening, and use of natural (i.e., peptide, protein, nucleic acid, carbohydrate) and unnatural (i.e., totally synthetic) libraries.

CHEM 780 Chemical Kinetics and Molecular Reaction Dynamics

Fall. 4 credits. Prerequisite: CHEM 681 or permission of instructor. Lects, T R 10:10–11:25. P. L. Houston.

Principles and theories of chemical kinetics and molecular reaction dynamics. Topics include potential energy surfaces, transition state theory, and statistical theories of unimolecular decomposition. Depending on class interest, the course also includes special topics such as surface reactions and photochemistry.

CHEM 787 Modern Methods of Physical Chemistry

Fall. 4 credits. Prerequisites: 1 year of undergraduate physical chemistry, 3 semesters of calculus, 1 year of college physics, (same as for CHEM 681). Lects, T R 10:10. J. H. Freed.

This course provides the methodological background for graduate courses in chemical thermodynamics, kinetics, statistical mechanics, and quantum chemistry. It includes the methods of solution of relevant differential equations; the eigenvalue problem and linear algebra; special functions partial differential equations for diffusion and wave mechanics; integral transforms; functions of a complex variable. At the level of *Mathematical Methods in the Physical Sciences, 2nd Edition*, by Boas. There is a midterm and a final exam, and 12 problem sets.

CHEM 788 Macromolecular Crystallography (also BIOBM 738)

Spring. 3 credits. S-U grades optional. Prerequisite: permission of instructor. Offered alternate years. Lects, T R 10:10. S. E. Ealick.

Lectures briefly cover the fundamentals of crystallography and focus on methods for determining the three-dimensional structures of macromolecules. These include crystallization, data collection, phasing methods, model building, refinement, structure validation and structure interpretation.

[CHEM 791 Spectroscopy]

Spring. 4 credits. Prerequisite: CHEM 793 or PHYS 443 or equivalent. Lects, M W F 11:15–12:05. Not offered 2001–2002. G. S. Ezra.

Principles of molecular rotational, vibrational, and electronic spectroscopy. Topics include interaction of molecules with radiation; Born-Oppenheimer approximation; diatomic molecules; polyatomic molecules; feasible operations and the molecular symmetry group; and spectroscopy, dynamics, and IVR. At the level of Kroto's *Molecular Rotation Spectra*.]

[CHEM 792 Molecular Collision Theory]

Spring. 4 credits. Lects, T R 10:10–11:25. Not offered 2001–2002. G. S. Ezra.

The concepts and methods of scattering theory are described with particular emphasis on applications to problems of chemical interest. At the level of Child's *Molecular Collision Theory* and Taylor's *Scattering Theory*.]

CHEM 793 Quantum Mechanics I

Fall. 4 credits. Prerequisites: CHEM 390, coregistration in A&EP 321 or equivalents or permission of instructor. Lects, M W F 11:15. D. B. Zax.

Course topics include: Schrodinger's equation, wave packets, uncertainty principle, WKB theory, matrix mechanics, orbital and spin angular momentum, exclusion principle, perturbation theory, and the variational principle. At the level of Cohen-Tannoudji's *Quantum Mechanics*.

CHEM 794 Quantum Mechanics II

Spring. 4 credits. Prerequisites: CHEM 793 or equivalent and the equivalent of or coregistration in A&EP 322, or permission of instructor. Lects, T R 10:10. B. Widom.

Course topics include: WKB theory; potential curves and surfaces; light/matter interaction and spectroscopy; scattering theory; Hartree-Fock and density-functional theories of electronic structure; molecular-orbital theory; and band theory of solids.

CHEM 796 Statistical Mechanics

Spring. 4 credits. Prerequisite: CHEM 678 and 793 or equivalent. Lects, T R 8:30–9:55. R. F. Loring.

Statistical mechanics of systems of interacting molecules. Structure and thermodynamics of molecular liquids. Phase transitions and critical phenomena. Computer simulation methods. Nonequilibrium statistical mechanics, with application to reactive and nonreactive dynamics in the liquid state.

[CHEM 798 Special Topics in Physical Chemistry (Chemical Bonding in Polymers, Surfaces, and the Solid State)]

Spring. 4 credits. Prerequisite: CHEM 605, or 681, or 793, or PHYS 443, or the equivalent. Lects, T R 10:10–11:25. Not offered 2001–2002. R. Hoffmann.

The qualitative aspects of the electronic structure and chemical bonding on extended one-, two-, and three-dimensional systems are discussed, in a way accessible to a wide range of inorganic and organic chemists, and to engineers and physicists as well.]

CHINESE

FALCON Program (Chinese)

See Department of Asian Studies.

CLASSICS

H. Pelliccia (chair), L. S. Abel, F. M. Ahl, C. Brittain (director of undergraduate studies), K. Clinton, J. E. Coleman, P. Fine, J. R. Ginsburg, E. Hohendahl, G. Holst-Warhaft, T. Irwin, G. M. Kirkwood (emeritus), H. Koliass, D. Mankin, G. M. Messing (emeritus), A. Nussbaum, P. Pucci, H. R. Rawlings III, J. L. Rife, J. Rusten, D. R. Shanzer, (director of graduate studies), B. Strauss

Cornell University has long recognized the importance of studying the civilizations of ancient Greece and Rome. Particularly in an age of increasing specialization, study of the Classics is widely viewed as an excellent means of acquiring a liberal education; at Cornell, we are deeply interested in the continuing humanistic values contained in the literature of the ancient world and in gaining a fuller understanding of these important cultures and their imprint on subsequent ages.

The Department of Classics at Cornell is one of the oldest and largest in the country. With 14 full-time faculty members, together with professors of related interests in the Departments of History, Philosophy, Comparative Literature, History of Art, Modern Languages, Linguistics, and Near Eastern Studies and in the Archaeology, Medieval Studies, and Religious Studies programs, the range of instruction available is very large, including not only the traditional study of language, literature, and ancient history, but also newer developments in the field, such as comparative study of Mediterranean civilizations and modern literary theory.

Although Classics, like other areas of humanistic study, does not aim at providing specific preprofessional training, over the years Classics majors from Cornell have gone on to a wide variety of careers in law, education, medicine, diplomacy, management, educational administration, government, and many others.

The department offers courses in Bronze Age and Classical archaeology and is active in field projects in Classical lands. It sponsors archaeological excavations at Halai in Greece, which serves as a field training school for Cornell undergraduate and graduate students. On campus there are also collections of ancient artifacts, reproductions of ancient sculpture, and one of the few laboratories in the world to concentrate on the tree-ring dating of ancient monuments from Greece, Cyprus, and Turkey. The archaeology courses may be used to satisfy some of the requirements for the Intercollege Program in Archaeology or for the major in Classical Civilization. They require no knowledge of either Greek or Latin. Similarly, the department offers a variety of courses and seminars in English on such subjects as Greek mythology, Greek and Roman mystery religions, early Christianity, and Greek and Roman society, as well as ancient epic, tragedy, history, and philosophy. For those whose interest in things Greek and Roman extends no further than a desire to understand the English language a little better, the department offers one course in the Greek and Latin elements that make up a huge proportion of the vocabulary of Modern English, and another that deals more specifically with the Greek and Latin ingredients of bioscientific vocabulary. Programs in Greek and Latin at the elementary level are also offered. For the

more ambitious there are courses involving reading, in the original, of Greek and Latin authors from Homer to St. Augustine and Bede and, periodically, the Latin works of Dante, Petrarch, and Milton. Sanskrit, the classical language of ancient India, is also offered, along with courses in translation on Indic religion, myth, and literature. The department makes every attempt to adapt its program to the needs of each student. If there is a Classical writer you would like to study, the department will do its best to help you do so whether you are a major in the department or not.

Majors

The Department of Classics offers majors in Classics, Greek, Latin, and Classical Civilization.

Classics

The Classics major comprises seven courses in advanced Greek and Latin (numbered 201 or above) and three courses in related subjects (see below) selected in consultation with the adviser. Classics majors are required to take a minimum of one 300-level course in one language and two 300-level courses in the other.

Students who are considering the option of undertaking graduate study in Classics are strongly advised to complete the Classics major.

Greek

The Greek major comprises CLASS 201 plus five advanced courses in Greek (numbered 203 and above) of which at least three are to be taken at the 300-level, and three courses in related subjects (see below) selected in consultation with the adviser.

Latin

The Latin major comprises CLASS 205 plus five advanced courses in Latin (numbered 207 and above) of which at least three are to be taken at the 300-level, and three courses in related subjects (see below) selected in consultation with the adviser.

Classical Civilization

Those who major in Classical Civilization must complete (a) qualification in Latin and Greek or proficiency in either; (b) CLASS 211 (or HIST 265), CLASS 212 (or HIST 268), and CLASS 220, plus five courses selected from those listed under Classical civilization, Classical archaeology, Ancient Philosophy, Latin, and Greek; and (c) three courses in related subjects (see below) selected in consultation with the adviser.

Related Subjects

The field or scope of the subject "Classics" is the interdisciplinary study of Greek and Roman antiquity, comprising Greek and Latin language, literature, and linguistics; ancient philosophy; history; archaeology and art history; papyrology; epigraphy; and numismatics. It covers the ancient Mediterranean and neighboring lands as they were during the period extending from approximately 3000 B.C.E. to the sixth century C.E. In addition to the required courses in language and literature, the major includes related courses intended to give breadth and exposure to the other disciplines within the field and to enrich the student's study of the original languages.

Since the influence of the Greco-Roman world extended far beyond antiquity, a related course could well focus on some aspect of the classical tradition in a later period. Students select related courses in consultation with their advisers or the DUS.

Honors

Candidates for the degree of Bachelor of Arts with honors in Classics, Greek, Latin, or Classical civilization must fulfill the requirements of the appropriate major study as given above and must also successfully complete the special honors course 472. Credit for the honors course may be included in the credits required for the major. Students who wish to become candidates for honors must have a cumulative average of B, and B+ in the major. In consultation with the Standing Committee on Honors, the students should choose an honors adviser by the end of their sixth semester. By the second week of their seventh semester they should submit an outline of their proposed honors work to the Standing Committee and to the adviser(s). The thesis will be written under the supervision of the honors adviser(s) chosen by the student. Honors advisers will submit recommendations to the Standing Committee on Honors. The Committee will read all honors theses and will determine the level of departmental honors. A copy of each successful honors thesis will be filed with the department.

Independent Study

Independent study at the 300 level may be undertaken by undergraduates upon completion of one semester of work at the 300 level. 200-level independent study may be undertaken only in the case of documented schedule conflict upon application to the DUS.

Study Abroad

Cornell participates in the Intercollegiate Center for Classical Studies in Rome, which offers courses in Latin, Greek, ancient history, art, archaeology, and Italian. Another opportunity for a semester's study abroad is available through College Year in Athens. (Consult Cornell Abroad for details.) In addition, Cornell is a member institution of the American School of Classical Studies at Athens, whose Summer Program is open to graduate students and qualified undergraduates. The American Academy in Rome, of which Cornell is also a member institution, offers full-year and summer programs for qualified graduate students. For graduate students the Department of Classics offers a few travel grants each year from the Townsend Memorial Fund. Detailed information on these programs is available in the Department of Classics Office, 120 Goldwin Smith Hall.

Summer Support for Language Study

The Beatrice R. Kanders Memorial Scholarship (for the summer immediately following the freshman or sophomore year; preference given to dyslexic students) is available to students who want to enroll in Intensive Latin or Greek in the Cornell summer session. These courses are designed to enable students to enter second-year Latin or Greek the following fall. Preference is given to Classics undergraduate majors, and other students needing Latin or Greek for completion of their majors. Applications are due to the chair of the Department of Classics by March 16.

Placement in Latin, Ancient Greek, and Modern Greek

Placement of first-year students in Latin and ancient Greek courses, and proficiency level in modern Greek, is determined by an examination given by the Department of Classics during orientation week or by arrangement with the director of undergraduate studies.

First-Year Writing Seminars

The department offers freshman writing seminars on a variety of topics. Consult John S. Knight Institute brochure for times, instructors, and descriptions.

Classical Civilization

CLASS 100 Word Power: Greek and Latin Elements in the English Language

Spring. 3 credits. E. Hohendahl.

This course gives the student with no knowledge of the classical languages an understanding of how the Greek and Latin elements that make up over half our English vocabulary operate in both literary and scientific English usage. Attention is paid to how words acquire their meaning and to enlarging each student's working knowledge of vocabulary and grammar.

CLASS 109 English Words: Histories and Mysteries (also LING 109) # (III)

Fall. 3 credits. M. Weiss.

For description, see LING 109.

CLASS 211 The Greek Experience # (IV)

Fall. 3 credits. Limited to 50 students. F. Ahl.

An introduction to the literature and thought of ancient Greece. Topics include epic and lyric poetry, tragedy and comedy, and historical, political, philosophical, and scientific writings. Some attention is also given to the daily life of ordinary citizens, supplemented by slides of ancient art and architecture.

[CLASS 212 The Roman Experience # (IV)]

Spring. 3 credits. Not offered 2001–2002; next offered 2002–2003. Staff.

An introduction to the civilization of the Romans as expressed in their literature, religion, and social and political institutions.]

CLASS 217 Initiation to Greek Culture # (IV)

Fall. 4 credits. Limited to 18 students. This course is intended especially for freshmen (a few exceptionally motivated sophomores or upperclass students may be accepted). Apply in writing to the Chair, Department of Classics, 120 Goldwin Smith Hall. P. Pucci and L. Abel.

Knowledge of Greek or Latin is not necessary, since all texts are in translation. What is necessary is the willingness to participate in three one-hour seminars each week and also a supplementary one- or two-hour session, during which the class participates in workshops with specially invited guests.

This course covers a wide range of Greek literary and philosophical works, as well as modern critical and philosophical writings on the Greeks. Our focus throughout is on the status of language, the many forms of discourse that appear in the literature, and the attempts the Greeks themselves made to overcome the perceived inadequacies and

difficulties inherent in language as the medium of poetry and philosophy.

We inquire into the development of philosophy in the context of a culture infused with traditional, mythological accounts of the cosmos. We ask how poetic forms such as tragedy responded to and made an accommodation with philosophical discourse while creating a most emotional effect on the audience; how the first historians, using literary and philosophical discourse, created space for their own inquiry; and we discuss how these issues persist and are formulated in our own thinking.

[CLASS 218 Initiation to the Classical Tradition # (IV)]

Spring. 4 credits. See CLASS 217 front matter. Not offered 2001–2002.]

CLASS 222 Ancient Fiction (also COM L 222) # (IV)

Fall. 3 credits. All readings are in English. J. Rife.

Ancient fiction blended ideal romance, fantastic adventure, and social realism into new literary forms that would have a lasting impact on the medieval and modern imagination, from early Christian and Renaissance literature to opera and film. This course surveys major works of fiction by Greek and Roman authors in translation, including the novels by Achilles Tatius, Apuleius, Chariton, Heliodorus, Longus, and Petronius and a selection of shorter pieces from related genres such as satire, biography, and travel accounts. Lecture and discussion address the development of several defining features: the central themes of love and death, the design and involution of narrative structure, the play of intertextuality, the drawing of imaginary landscapes, the portrayal of ethnic and social identity, and the labile classification of truth, or historicity, and falsehood, or fictionality. Students also evaluate several theoretical approaches to the interpretation of ancient fiction and consider the influence of the ancient novels on their successors.

CLASS 223 The Comic Theater (also COM L 223 and THET 223) # (IV)

Summer 2002. 3 credits. J. Rusten.

The origins of comic drama in ancient Greece and Rome, and its subsequent incarnations especially in the Italian renaissance (*Commedia erudita* and *Commedia dell'arte*), Elizabethan England, seventeenth-century France, the English Restoration, and Hollywood in the thirties and forties. Chief topics include: the growth of the comic theatrical tradition and conventions; techniques and themes of comic plots (trickster, parody, farce, caricature); and the role of comedy in society. All readings in English.

[CLASS 229 War and Peace in Greece and Rome (also HIST 228) # (III)]

Fall. 4 credits. Not offered 2001–2002.

B. Strauss.

For description, see HIST 228.]

CLASS 231 Ancient Philosophy (also PHIL 211) # (IV)

Fall. 4 credits. C. Brittain.

For description, see PHIL 211.

CLASS 234 Seminar: Eyewitness to War in the Ancient World (also HIST 232) # (III)

Spring. 3 credits. B. Strauss.

A study of ancient soldier-historians who participated in the campaigns about which

they later wrote. Topics include historicity, autobiography, propaganda, prose style. Readings include selections from Thucydides, Xenophon, Julius Caesar, Josephus, Ammianus Marcellinus as well as, for comparative purposes, modern soldier-historians.

CLASS 236 Greek Mythology (also COM L 236) # (IV)

Fall 2001 and summer 2002. 3 credits.

Limited to 200 students. D. Mankin.

A survey of the Greek myths, with emphasis on the content and significance of the myths in Mediterranean society, including the place of myth in Greek life and consciousness; the factors and influences involved in the creation of myths; and the use of myths for our understanding of Greek literature, religion, and moral and political concepts.

[CLASS 237 Greek Religion and Mystery Cults (also RELST 237) # (IV)]

Spring. 3 credits. Not offered 2001–2002.

K. Clinton.

Greek religion constitutes one of the essential features of ancient Greek civilization and distinguishes it from later Western civilization. Since religion permeates Greek culture, including the major art forms (epic poetry, tragedy, comedy, architecture, painting, and sculpture), the course investigates the interaction of religion with these forms—an investigation that is fruitful both for the understanding of Greek religion and the forms themselves, some of which, like tragedy, originated in cult. A representative variety of cults and their history are studied with special emphasis on mystery cults, such as the Eleusinian mysteries of Demeter and Persephone, the Kabirot, the Great Gods of Samothrace, and Bacchic rites.]

[CLASS 238 The Ancient Epic and Beyond # (IV)]

3 credits. Not offered 2001–2002.

H. Pelliccia.

We move, Odysseus-like, to the West: beginning with Homer's *Iliad* (and including the British poet Christopher Logue's "account" of the opening books) and *Odyssey*, we continue in the Hellenistic and Augustan eras with Apollonius of Rhodes' *Argonautica* and Virgil's *Aeneid*. A violent shift in space and time has us conclude with two New World maritime epics: Herman Melville's *Moby Dick* and Derek Walcott's *Omeros*.]

CLASS 258 Periclean Athens # (IV)

Spring. 4 credits. H. Pelliccia,

H. R. Rawlings III, and J. Rusten.

The first five weeks provide a synoptic view of Athens' historical and cultural achievement in the middle of the fifth century B.C.—the traditional pinnacle of "The Glory that was Greece." Readings are taken from Greek historians, philosophers, poets, and documentary texts. At least two of the (75-minute) lectures are devoted to art history and delivered by a guest speaker. The next 7–8 weeks follow the course of the Peloponnesian War to its end; readings from Thucydides are interwoven with contemporaneous texts composed by the dramatists (Sophocles, Euripides, and Aristophanes) and the sophists (supplemented with readings from Plato). The remaining classes consider the fate of Socrates and a few other fourth-century developments. The basic aim of the course is to approach an understanding of how and why a vital and creative society came unglued. There are weekly discussion sections.

CLASS 260 Conceptions of the Self in Classical Antiquity # (IV)

Spring. 4 credits. There are no prerequisites for this course; all readings are in English. C. Brittain.

The idea of a person or a 'self' seems to be something determined by nature: we each have one mind, a unique personality, and the capacity to act as moral agents. But the way in which we conceive of ourselves also depends on our beliefs about human nature, rationality, freedom, luck, and society. This course examines a variety of very different conceptions of the self from the period 700 BCE to 400 CE, using a range of texts from Greek and Roman literature (including epic and tragedy), medical theory, and philosophy (both pagan and Christian).

CLASS 265 Ancient Greece from Homer to Alexander the Great (also HIST 265) # (III)

4 credits. Open to freshmen. B. Strauss. For description, see HIST 265.

[CLASS 268 A History of Rome from Republic to Principate (also HIST 268) # (III)]

Spring. 4 credits. Open to freshmen. Not offered 2001-2002. J. Ginsburg. For description, see HIST 268.]

[CLASS 291 Classical Indian Narrative (also ASIAN 291) @ # (IV)]

Spring. 3 credits. Not offered 2001-2002. C. Minkowski.]

CLASS 303-304 Independent Study in Classical Civilization, Undergraduate Level

303, fall; 304, spring. Up to 4 credits.

CLASS 324 Translation for the Theatre (also THETR 423/623 and COM L 446/646) # (IV)

Spring. 4 credits. Prerequisites: proficiency in language other than English; coursework in dramatic literature, directing, or playwriting. J. E. Gainor. For description, see THETR 423/623.

CLASS 331 Goths, Vandals, Franks, and Romans # (IV)

Fall. 4 credits. D. Shanzer. Contemporary views of the Visigothic Sack of Rome by Alaric in 410 are followed by three different case-studies for co-existence of Roman and barbarian in Late Antiquity: the Vandal kingdom (North Africa), the Ostrogothic kingdom (Italy), and finally the one that lasted, the Frankish kingdom (Gaul). Readings include contemporary primary works as well as modern historiography.

CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also RELST 333) # (IV)

Fall. 4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. K. Clinton. A study of the controversial question of religious continuity between paganism and early Christianity. After a brief survey of classical mystery cults and Hellenistic religion, the course focuses on such Hellenistic and Roman cults as the mystery cults of Isis, Bacchus, Mithras, and Attis and the Great Mother and on the distinctive features that contributed to their success. Discussion of Christian liturgy and beliefs to determine what Christianity owed to its pagan predecessors and to isolate the factors that contributed to its

triumph over the "rival" pagan cults of late antiquity.

CLASS 339 Plato (also PHIL 309) # (IV)

Fall. 4 credits. Prerequisite: at least 1 previous course in philosophy. G. Fine. For description, see PHIL 309.

[CLASS 345 The Tragic Theater (also COM L 344 and THETR 345) # (IV)]

Spring. 4 credits. Limited to 40 students. Not offered 2001-2002. F. Ahl. Tragedy and its audiences from ancient Greece to modern theater and film. Topics: origins of theatrical conventions; Shakespeare and Seneca; tragedy in modern theater and film. Works studied will include: Aeschylus' *Agamemnon*; Sophocles' *Oedipus Tyrannus*, *Philoctetes*; Euripides' *Alcestis*, *Helen*, *Iphigeneia in Aulis*, *Orestes*; Seneca's *Thyestes*, *Trojan Women*; Shakespeare's *Julius Caesar*, *Titus Andronicus*, *Othello*; Strindberg's *The Father*; Dürrenmatt's *The Visit*; Bergman's *Seventh Seal*; Cacoyannis' *Iphigeneia*.]

CLASS 382 Greeks, Romans, and Victorians (also COM L 382) # (IV)

Spring. 4 credits. F. Ahl. This course explores how nineteenth-century (and especially Victorian English and Irish) poets, dramatists, and to a lesser extent, novelists, present Greco-Roman antiquity. The varied influences of Vergil and Homer, Seneca and Sophocles, Plautus and Aristophanes, Horace, and Greek lyric poetry are discussed in selected works of Thomas More, Shelley, Byron, Swinburne, W. S. Gilbert, Oscar Wilde, and the pre-Raphaelites and Victorian poets.

[CLASS 390 The Sanskrit Epics (also ASIAN 390) @ # (IV)]

4 credits. Not offered 2001-2002. C. Minkowski. For description, see ASIAN 390.]

[CLASS 395 Classical Indian Philosophical Systems (also ASIAN 395 and RELST 395) @ # (IV)]

Spring. 4 credits. Prerequisite: some background in philosophy or in classical Indian culture. Not offered 2001-2002. C. Minkowski. For description, see ASIAN 395.]

CLASS 445 Classic Modern Historiography of Ancient Greece (also HIST 435) (III)

Fall. 4 credits. Prerequisite: an introductory course in ancient Greek history or civilization or permission of the instructor. B. Strauss.

This upper-level seminar is an introduction to some of the main themes, directions, and controversies in modern research on ancient Greece. We read selections from the leading works of scholarship on ancient Greece from the nineteenth and twentieth century, including such authors as Grote, Burckhardt, Cornford, Glotz, Momigliano, M. I. Finley, Ste. Croix, Vernant, Vidal-Naquet, and the current crop of scholars.

[CLASS 450 The Peloponnesian War (also CLASS 632 and HIST 450/630) # (III)]

Fall. 4 credits. Prerequisites: CLASS 211 or 217, HIST 265, or permission of instructor. Not offered 2001-2002. B. Strauss. For description, see HIST 450.]

[CLASS 463 Gender and Politics in the Roman World (also HIST 463 and WOMNS 464) # (III or IV)]

Spring. 4 credits. Not offered 2001-2002. J. Ginsburg.

An undergraduate seminar examining the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions this course addresses are: was politics the exclusive domain of men in Roman society (as is generally assumed) or does a broader definition of politics and an understanding of the various forms political activity in ancient Rome might have taken allow a place for women in Roman political life? What role did gender have in Roman political discourse and ideology? Why did issues such as family, marriage, and sexuality become subjects of political debate and legislation?

[CLASS 469 Equality and Inequality in Ancient Greece (also HIST 469) # (III) or IV]

Fall. 4 credits. Prerequisite: HIST 265, CLASS 211 or 217, or written permission of the instructor. Not offered 2001-2002. B. Strauss. For description, see HIST 469.]

CLASS 480 Roman Society and Politics under the Julio-Claudians (also HIST 473) # (III or IV)

Spring. 4 credits. Prerequisite: CLASS 212, HIST 268, or permission of instructor. J. Ginsburg.

This course examines several of the important social and political changes in Roman society under Augustus and his successors, the Julio-Claudians. Topics to be investigated include Augustus's consolidation of power through political and social revolution, the Augustan attempt to regulate family life and social relations by legislation, the relation of the emperor Tiberius with the members of the old ruling class, the growth of the imperial bureaucracy and the new opportunities for social mobility, the political opposition to Claudius and Nero, Nero's cultural and provincial policy, and the manipulation of the imperial cult. All readings will be in English.

CLASS 711-712 Independent Study for Graduate Students in Classical Civilization

711, fall; 712, spring. Up to 4 credits.

Greek**CLASS 101 Greek for Beginners**

Fall. 4 credits. A. Nussbaum. Introduction to Attic Greek. Designed to enable the student to read the ancient authors as soon as possible.

CLASS 103 Attic Greek

Spring. 4 credits. *Provides language qualification.* Prerequisite: 101 or equivalent. K. Clinton. A continuation of CLASS 101, prepares students for CLASS 201.

CLASS 104 Intensive Greek

Summer. 6 credits. *Provides language qualification.* Staff. An intensive introduction combining the fundamentals of ancient Greek grammar with readings from a variety of classical authors in the original Greek. Prepares students in a single semester for CLASS 201.

CLASS 201 Attic Authors # (IV)

Fall. 3 credits. Prerequisite: CLASS 103 or 104 or equivalent. C. Brittain.
Selected readings from Greek prose.

[CLASS 203 Homer # (IV)]

Spring. 3 credits. Prerequisite: CLASS 201. Not offered 2001–2002.
Readings in the Homeric epic with emphasis on formulaic style.]

[CLASS 210 Attic Prose # (IV)]

3 credits. Prerequisite: CLASS 201. Not offered 2001–2002.]

CLASS 225–226 Independent Study in Greek, Undergraduate Level

225, fall; 226, spring. Up to 4 credits. Only by permission of the DUS in the case of documented schedule conflict.

[CLASS 305 The Greek New Testament and Early Christian Literature # (IV)]

Fall. 4 credits. Prerequisite: CLASS 201 or equivalent, or permission of instructor. Not offered 2001–2002. D. Shanzer.

More advanced readings from the *Acts of the Apostles* and some exercises on the *Gospels* are followed by readings from Early Christian Greek literature. The latter may include theological tracts and hagiographical texts, e.g. martyr-acts, such as the Passion of Pionius or the Passion of Perpetua.]

CLASS 307–308 Independent Study in Greek, Undergraduate Level

307, fall; 308, spring. Up to 4 credits.

CLASS 310 Greek Undergraduate Seminar # (IV)

Fall and spring. 4 credits. Prerequisite: two 200-level courses in Greek or permission of instructor. Fall topic: Symposia. P. Pucci. Spring topic: Herodotus. K. Clinton.

Symposia: extensive passages from Plato's *Symposium* and Xenophon's *Symposium* are read. Literary and pictorial evidence that illustrates the erotic, social, and cultural importance of this Greek institution are studied.

[CLASS 342 Greek Prose Composition]

Spring. 4 credits. Prerequisite: CLASS 201 or permission of instructor. Not offered 2001–2002. P. Pucci.]

[CLASS 417 Advanced Readings in Greek # (IV)]

4 credits. Not offered 2001–2002.]

[CLASS 419 Advanced Greek Composition]

4 credits. Prerequisite: CLASS 342 or equivalent. Not offered 2001–2002.]

CLASS 511 Greek Philosophical Texts (also PHIL 411)

Fall and spring: up to 4 credits. Prerequisites: knowledge of Greek and permission of instructor. T. Irwin, C. Brittain.

Readings of Greek philosophical texts in the original.

CLASS 545 Graduate TA Training

Fall and spring. 1 credit. H. Pelliccia and D. Shanzer.

Pedagogical instruction and course coordination. Required for all graduate student teachers of CLASS (Latin) 105–106 and Classics First-Year Writing Seminars.

[CLASS 555 Graduate Proseminar]

Fall. 1 credit. Not offered 2001–2002. Staff. Graduate students are introduced to the tools, techniques, and methods of classical scholarship.]

CLASS 605–606 Graduate Survey of Greek Literature

605, fall; 606, spring. 4 credits each term. Prerequisite: linguistic proficiency to be determined by instructor. J. Rife.

A survey of Greek literature in two semesters. CLASS 605: Greek literature from Homer to the mid-fifth century. H. Pelliccia. CLASS 606: Greek literature from the late fifth century to the Empire.

[CLASS 632 Topics in Ancient History (also CLASS 450 and HIST 450/630)]

Fall. 4 credits. Not offered 2001–2002. B. Strauss.

For description, see HIST 630.]

CLASS 671 Graduate Seminar in Greek: The Pre-Socratics (also PHIL 619)

Fall. 4 credits. D. Sedley.
The philosophical positions and arguments of the major fifth-century BC pre-Socratic thinkers, from Heraclitus to Democritus.

CLASS 672 Graduate Seminar in Greek: Hesiod

Spring. 4 credits. P. Pucci.

CLASS 701–702 Independent Study for Graduate Students in Greek

701, fall; 702, spring. Up to 4 credits.

Latin

CLASS 105 Latin for Beginners

Fall. 4 credits. Staff.
An introductory course designed to prepare students to start reading Latin prose at the end of a year. The class moves swiftly and meets daily. Work includes extensive memorization of vocabulary and paradigms; study of Latin syntax; and written homework, quizzes, tests, and oral drills.

CLASS 106 Elementary Latin

Spring. 4 credits. *Provides language qualification*. Prerequisite: 105 or equivalent. Staff.

A continuation of CLASS 105, using readings from various authors; prepares students for CLASS 205.

CLASS 107 Intensive Latin

Spring and summer. 6 credits. *Provides language qualification*. Staff.
An intensive introduction that lays down the essentials of Latin grammar before progressing rapidly to readings from selected authors in the original Latin. Prepares students in a single semester for CLASS 205.

CLASS 108 Latin in Review

Fall. 4 credits. *Provides language qualification*. Prerequisite: placement by departmental examination. D. Shanzer.

This course is designed to accommodate students who have had some Latin, but are insufficiently prepared to take 106. It begins with review of some material covered in 105 and then continues with second-term Latin material (106). The class moves swiftly and meets daily. Work includes extensive memorization of vocabulary and paradigms; study of Latin syntax; and written homework, quizzes, tests, and oral drills. Students should be ready for CLASS 205 by the end of the course.

CLASS 205 Intermediate Latin # (IV)

Fall and spring. 3 credits. *Satisfies language proficiency*. Prerequisite: CLASS 106, 107, 108, or placement by departmental examination. Fall: E. Hohendahl; spring: D. Mankin.
Readings in Latin prose.

CLASS 207 Catullus # (IV)

Fall. 3 credits. Prerequisite: CLASS 205. D. Mankin.

[CLASS 208 Roman Drama # (IV)]

3 credits. Prerequisite: CLASS 205. Not offered 2001–2002. Staff.]

CLASS 216 Vergil # (IV)

Spring. 3 credits. Prerequisite: CLASS 205. J. Ginsburg.

CLASS 227–228 Independent Study in Latin, Undergraduate Level

227, fall; 228, spring. Up to 4 credits. Only by permission of the DUS in the case of documented schedule conflict. Staff.

CLASS 312 Latin Undergraduate Seminar # (IV)

Fall and spring. 4 credits. Prerequisite: 2 terms of 200-level Latin or permission of instructor. Fall topic: Cicero Murder Trials. J. Ginsburg. Spring topic: Petronius and Apuleius. D. Shanzer.

Cicero Murder Trials: among the most famous of Cicero's speeches are those undertaken for the defense of men charged with murder or attempted murder. In this course we read and examine two of the speeches written for murder trials, those in defense of Marcus Caelius Rufus and Titus Annius Milo. Our focus is the rhetorical strategies employed by Cicero to persuade his audience of his clients' innocence; we also examine these speeches within the historical context of the late Republic, a time of political turmoil and of changed social mores and attitudes.

[CLASS 314 The Augustan Age # (IV)]

4 credits. Prerequisite: 2 terms of 200-level Latin or permission of instructor. Not offered 2001–2002. Staff.]

CLASS 315–316 Independent Study in Latin, Undergraduate Level

315, fall; 316, spring. Up to 4 credits.

[CLASS 317 Roman Historiography # (III or IV)]

4 credits. Prerequisite: 1 term of 300-level Latin or permission of instructor. Not offered 2001–2002. J. Ginsburg.]

CLASS 341 Latin Prose Composition #

4 credits. Prerequisite: 1 term of 200-level Latin or permission of instructor. K. Clinton.

CLASS 369 Intensive Mediaeval Latin Reading # (IV)

Summer only. 4 credits. D. Shanzer.
Web site: www.arts.cornell.edu/classics/Courses/Classics_369/Med_Latin.html

CLASS 411 Advanced Readings in Latin Literature: Ciceronian Invektive # (IV)

Fall. 4 credits. J. Ginsburg.

CLASS 412 Advanced Readings in Latin Literature: Propertius # (IV)

Spring. 4 credits. D. Mankin.

[CLASS 420 Plautus # (IV)]

4 credits. Prerequisite: at least one 300-level Latin course or permission of instructor. Not offered 2001-2002. A. Nussbaum.]

[CLASS 441 Advanced Latin Prose Composition]

Spring. 4 credits. For graduate students. Only those undergraduates who have completed CLASS 341 and have permission of the instructor may enroll. Not offered 2001-2002. Staff.]

[CLASS 555 Graduate Proseminar]

Fall. 1 credit. Not offered 2001-2002. Staff. Graduate students are introduced to the tools, techniques, and methods of Classical scholarship.]

[CLASS 603 Later Latin Literature: Late Antique and Medieval Hagiography]

Spring. 4 credits. Not offered 2001-2002. D. Shanzer.]

[CLASS 625-626 Graduate Survey of Latin Literature]

625 fall; 626 spring. 4 credits each term. Prerequisite: linguistic proficiency to be determined by instructor. Not offered 2001-2002.

A survey of Latin literature in two semesters. 625: Latin poetry from its beginnings to the early Empire. 626: Latin literature of the Empire.]

CLASS 679 Graduate Seminar in Latin: The Flavians

Fall. 4 credits. F. Ahl.

[CLASS 680 Graduate Seminar in Latin]

Spring. 4 credits. Not offered spring 2002.]

CLASS 751-752 Independent Study for Graduate Students in Latin

751, fall; 752, spring. Up to 4 credits.

Classical Art and Archaeology**CLASS 220 Introduction to Art History: The Classical World (also ART H 220) # (IV)**

Spring. 4 credits. A. Ramage.

An overview of the art and archaeology of the Greek and Roman world. The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the late empire and early Christianity. An introduction to the social, cultural, economic, and religious contexts of classical art in the ancient Mediterranean. Discussion of critical methods, formal analyses, and practical techniques of art historians and classical archaeologists.

[CLASS 221 Minoan-Mycenaean Art and Archaeology (also ARKEO 221 and ART H 221) # (IV)]

Spring. 3 credits. Not offered 2001-2002. J. Coleman.

The birth of civilization in Greece and the Aegean islands during the Bronze Age. The main focus is on the rise and fall of Minoan Crete and Mycenaean Greece, with consideration given to the nature and significance of Aegean interactions with Egypt, the Near East, and Anatolia.]

[CLASS 232 Archaeology in Action I (also ARKEO 232 and ART H 224) # (IV)]

3 credits. Prerequisite: permission of instructor. Not offered 2001-2002. P. I. Kuniholm.]

[CLASS 233 Archaeology in Action II (also ARKEO 233 and ART H 225) # (IV)]

3 credits. Prerequisite: permission of instructor. Not offered 2001-2002. P. I. Kuniholm.

For description, see Art H 225.]

[CLASS 256 Practical Archaeology (also ARKEO 256) (III or IV)]

Spring. 3 credits. Not offered 2001-2002. J. Coleman.

An introduction to the aims and methods of field archaeology. Topics covered include: remote sensing (satellite images and aerial photos); surface survey; subsurface investigations by magnetometer, ground penetrating radar, etc.; the layout and development of a land excavation; underwater excavations; the collection, description, illustration, and analysis of artifacts and data, such as pottery, lithics, botanical samples, and radiocarbon samples. Hands-on experience with potsherds and other artifacts from prehistoric and Classical Greece and Cyprus in the university's collections is intended to prepare students for work in the field.]

CLASS 309 Dendrochronology of the Aegean (also ARKEO 309 and ART H 309) # (III or IV)

Fall and spring. 4 credits. Prerequisite: permission of instructor. Letter grade only. Limited to 10 students. P. I. Kuniholm.

For description, see ART H 309.

CLASS 319 Art in the Daily Life of Greece and Rome (also ART H 319) # (IV)

Spring. 4 credits. A. Ramage.

For description, see ART H 319.

[CLASS 320 The Archaeology of Classical Greece (also ART H 320) # (IV)]

4 credits. Not offered 2001-2002. A. Ramage.]

[CLASS 321 Mycenae and Homer (also ARKEO 321 and ART H 321) # (IV)]

Fall. 4 credits. Prerequisite: at least 1 previous course in archaeology, classics, or history of art. Not offered 2001-2002. J. Coleman.

Study of the relationship between the Mycenaean period of Greece (known primarily from archaeology) and the Homeric *Iliad* and *Odyssey*. Topics include Mycenaean architecture, burial customs, kingship, and military activities; the reasons for the collapse of the Bronze Age palatial economies; the archaeological evidence for society in the "Dark Ages" that followed; the writing systems of Mycenaean Greece (Linear B) and the Iron Age (the Semitic/Greek alphabet); the nature of the Homeric poems and their value as historical sources.]

[CLASS 322 Greeks and Barbarians (also ART H 328) # (IV)]

Fall. 4 credits. Prerequisite: CLASS 220 or 221, or permission of instructor. Not offered 2001-2002. J. Coleman.

A study of the archaeological and other evidence for the interaction between Greek civilization and the peoples of the eastern and

western Mediterranean from the thirteenth to the fourth centuries B.C.E. The course focuses on Greek relationships with Egypt, Phoenicia, Cyprus, Anatolia, and Italy in the post-Bronze Age period.]

[CLASS 323 Painting in the Greek and Roman World (also ART H 323) # (IV)]

4 credits. Not offered 2001-2002. A. Ramage.]

[CLASS 325 Greek Vase Painting (also ART H 325) # (IV)]

Fall. 4 credits. Not offered 2001-2002.

A. Ramage.
For description, see ART H 325.]

[CLASS 327 Greek and Roman Coins (also ART H 327) # (IV)]

4 credits. Not offered 2001-2002.

A. Ramage.
For description, see ART H 327.]

[CLASS 329 Greek Sculpture (also ART H 329) # (IV)]

4 credits. Not offered 2001-2002.

J. Coleman.
An examination of ancient Greek sculpture, both three-dimensional and two-dimensional, from the Archaic to the Hellenistic period. Aspects of the works studied include: technological advances, changing ideology of the sculptors, regionalism of styles, and taste of individual patrons.]

[CLASS 350 Arts of the Roman Empire (also ART H 322) # (IV)]

Fall. 4 credits. Not offered 2001-2002.

A. Ramage.
For description, see ART H 322.]

CLASS 357-358 Independent Study in Classical Archaeology, Undergraduate Level

357, fall; 358, spring. Up to 4 credits.

[CLASS 423 Ceramics (also ARKEO 423 and ART H 423) # (IV)]

4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.

A. Ramage.
For description, see ART H 423.]

[CLASS 430 Seminar on the Bronze Age Architecture of Asia Minor (also ARKEO 425 and ART H 425) # (IV)]

Spring. 4 credits. Not offered 2001-2002.

P. I. Kuniholm.
For description, see ART H 425.]

[CLASS 432 Sardis and the Cities of Asia Minor (also ARKEO 432 and ART H 424) # (IV)]

4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.

A. Ramage.
For description, see ART H 424.]

CLASS 434 The Rise of Classical Greece (also ARKEO 434 and ART H 434) # (IV)

Spring. 4 credits. Recommended: CLASS 220 or 221, ART H 220 or 221, or permission of instructor. P. I. Kuniholm.

For description, see ART H 434.

CLASS 435 Seminar on Roman Art and Archaeology (also ARKEO 435 and ART H 427) # (IV)

Spring. 4 credits. Prerequisite: permission of instructor. A. Ramage.

For description, see ART H 427.

[CLASS 629 The Prehistoric Aegean (also ARKEO 629)]

4 credits. Not offered 2001–2002.

J. Coleman.

Seminar with focus on the Aegean and neighboring regions in the Neolithic and Early Bronze Ages.]

[CLASS 630 Seminar in Classical Archaeology (also ARKEO 520 and ART H 520)]

Fall. 4 credits. Not offered 2001–2002.

J. Coleman.]

CLASS 721–722 Independent Study for Graduate Students in Classical Archaeology

721, fall; 722, spring. Up to 4 credits.

Greek and Latin Linguistics**[CLASS 421 Greek Comparative Grammar (also LING 451) (III)]**

4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek.

Not offered 2001–2002. A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

CLASS 422 Latin Comparative Grammar (also LING 452) (III)

4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin.

A. Nussbaum.

The prehistory and evolution of the sounds and forms of Classical Latin as reconstructed by comparison with the other Indo-European languages.

[CLASS 424 Italic Dialects (also LING 454) (III)]

4 credits. Not offered 2001–2002.

A. Nussbaum.]

[CLASS 425 Greek Dialects (also LING 455) (III)]

Fall. 4 credits. Not offered 2001–2002.

A. Nussbaum.]

CLASS 426 Archaic Latin (also LING 456) (III)

Spring. 4 credits. Prerequisite: reading knowledge of Latin. A. Nussbaum.

Reading of epigraphic and literary pre-Classical texts with special attention to archaic and dialectal features. The position of Latin among the Indo-European languages of ancient Italy, the rudiments of Latin historical grammar, and aspects of the development of the literary language.

[CLASS 427 Homeric Philology (also LING 457) (III)]

4 credits. Prerequisite: ability to read Homeric Greek. Not offered 2001–2002.

A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.]**[CLASS 429 Mycenaean Greek (also LING 459) (III)]**

Spring. 4 credits. Prerequisite: thorough familiarity with the morphology of Classical Greek. Not offered 2001–2002.

A. Nussbaum.]

Sanskrit**CLASS 131–132 Elementary Sanskrit (also LING 131–132 and SANSK 131–132)**

131, fall; 132, spring. 4 credits each term.

CLASS 132 provides language qualification. C. Minkowski.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.

[CLASS 251–252 Intermediate Sanskrit (also LING 251–252 and SANSK 251–252) @ # (IV)]

251, fall; 252, spring. 3 credits each term.

CLASS 251 provides language proficiency.

Prerequisite: CLASS 132 or equivalent. Not offered 2001–2002; next offered 2002–2003. C. Minkowski.

Readings from the literature of Classical Sanskrit. Fall: selections from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*. Spring: more selections from the epics, and from either Sanskrit story literature or from Sanskrit dramas.]**CLASS 403–404 Independent Study in Sanskrit, Undergraduate Level**

403, fall; 404, spring. Up to 4 credits.

C. Minkowski.

CLASS 703–704 Independent Study for Graduate Students in Sanskrit

703, fall; 704, spring. Up to 4 credits.

C. Minkowski.

Also see CLASS 291, 390, and 395 (Classical Civilization listings).

Honors Courses**CLASS 472 Honors Course: Senior Essay**

Fall and spring. 8 credits. An adviser must be chosen by the end of the student's sixth semester. Topics must be approved by the Standing Committee on Honors by the beginning of the seventh semester.

See "Honors," Classics front matter.

Related Courses in Other Departments and Programs

See listings under:

Archaeology
Asian Studies
Comparative Literature
English
History
History of Art
Medieval Studies
Linguistics
Near Eastern Studies
Philosophy
Religious Studies
Society for the Humanities
Women's Studies

COMPARATIVE LITERATURE

N. Saccamano, chairman (247 Goldwin Smith), W. J. Kennedy (fall), C. Chase (spring), director of Undergraduate Studies, (247 Goldwin Smith); C. Carmichael (fall), N. Melas (spring), director of Graduate Studies (247 Goldwin Smith); A. Adams, F. Ahl, C. Arroyo, A. Caputi (Emeritus), C. Carmichael,

D. Castillo, C. Chase, W. Cohen, J. Culler, B. deBary, S. Donatelli, D. Grossvogel (Emeritus), P. Hohendahl, W. Holdheim (Emeritus), W. J. Kennedy, N. Melas, J. Monroe, E. Rosenberg, N. Saccamano, N. Sakai, J. Stark, L. Waugh (Emeritus), W. Wetherbee.

Also cooperating: L. Adelson, R. Brann, P. Carden, H. Deinert, J. E. Gainor, P. Gilgen, D. LaCapra, D. Mankin, B. Maxwell, T. McNulty, L. Meixner, N. Pollak, P. Rehberg, J. Resina, R. Schneider, D. Schwarz, M. Steinberg, S. Stewart, S. Toorawa, G. Waite.

The Department of Comparative Literature provides a broad range of courses in European as well as non-European literature. Courses stress significant authors, themes, problems, styles, genres, historical periods, and theoretical perspectives. In cooperation with related departments in the humanities, the departmental offerings reflect current interdisciplinary approaches to literary study: hermeneutics, semiotics, deconstruction, cultural criticism, Marxism, reception aesthetics, feminism, and psychoanalysis.

The Major

The major enables students to develop an integrated knowledge of Western literature, to strengthen their reading and writing abilities, and to prepare for careers demanding analytical, interpretive, and evaluative skills. Prospective majors should consult with the director of undergraduate studies. After declaring a major, a student chooses an adviser from the department's faculty. The requirements for the major are designed to allow each student to follow a course of study that combines intellectual rigor with the pursuit of personal interests. The specific contours of such a program are worked out in consultation with the student's adviser.

Requirements for the Major

- 1) Five courses in Comparative Literature at the 200 level and above, including the core course listed below. A student may include up to two literature courses from other departments.
- 2) One core course in Comparative Literature (for 2001–2002 COM L 365 [fall]), COM L 370 [spring], to be taken by all majors in their junior or senior year. At the discretion of the department, students may enroll in core courses in both their junior and senior years.
- 3) Five courses in literature and other areas of the humanities at the 200 or higher level, to be taken in one or more foreign literature departments. Texts must be read in the original language. A student may offer one language course (conversation, composition, etc.) towards fulfilling the language requirement.
- 4) An honor's essay (COM L 493) of roughly 50 pages is now optional. It is to be written during the senior year under the direction of a faculty member, preferably from within the department, who has agreed to work in close cooperation with the student. Students are urged to begin research on their thesis topic during the summer preceding their senior year. In lieu of a Senior Honors Essay, students may take one course at the 400–600 level.

The department also encourages:

- 1) a program that includes broad historical coverage (e.g., COM L 201-202: Great Books); intensive study of a single genre (e.g., COM L 363-364: The European Novel, COM L 365: Contemporary Fiction); analysis of problems in literary theory (e.g., COM L 302: Literature and Theory). The department also offers a number of strongly recommended 200-level courses designed to acquaint undergraduates with the discipline: COM L 203: "Introduction to Comparative Literature," as well as broad-ranging introductory courses in World Fiction (COM L 204) and Introduction to Literary Criticism (COM L 206).

Honors

A student who completes the requirements for the major is eligible for the degree of Bachelor of Arts with honors in comparative literature. The department bases its decision on the students achieving grades of at least B+ on the senior essay, in course work for the major, and in their overall academic performance at Cornell.

First-Year Writing Seminars

Most 100-level courses may be used toward satisfying the freshman writing seminar requirements. See "John S. Knight Institute for Writing in the Disciplines" for a full description of the first-year seminar program.

Courses

COM L 201 Great Books # (IV)

Fall. 4 credits. COM L 201 and 202 may be taken independently of each other.
S. Donatelli.

A reading each semester of seminal texts that represent and have shaped Western culture and hence form an essential part of the student's intellectual equipment. By analyzing, interpreting, and evaluating, students develop critical reading abilities. Selections from the Bible, Homer, Dante, Rabelais, Shakespeare, and others.

COM L 202 Great Books (IV)

Spring. 4 credits. N. Melas.
World literature of the last 300 years, emphasizing the response to European worldwide expansion first in the colonizing countries, then in the colonized. A central concern is the globalization of European literary forms. Readings likely to include selections from Camoens, Shakespeare, Behn, Voltaire, Melville, Conrad, Tagore, Lu Hsun, Borges, Césaire, Mahfouz, Soyinka, Enich, Erdrich, and others as well as selected lyric poets.

COM L 203 Introduction to Comparative Literature (also ASIAN 203) (IV)

Fall. 4 credits. W. J. Kennedy and E. Rosenberg.
The course is intended to answer the question persistently asked by undergraduates: "What is comparative literature, anyway?" The format of the course is designed to acquaint students with the range and variety of the field by having members of the department present those aspects which reflect their areas of expertise and their methods of teaching. Of the two meetings each week, the first generally takes the form of a lecture; the second is a discussion of the assigned text.

Texts and topics range from the naturalism of Thomas Mann and the word play of James Joyce, to post-modern critical theory.

[COM L 204 Global Fictions (also ASIAN 204) (IV)

Spring. 4 credits. Next offered 2002-2003.
N. Melas.]

COM L 206 Introduction to Literary Criticism (IV)

Fall. 4 credits. J. Stark.
More advanced undergraduate seminars naturally tend to focus on contemporary literary theory; after all, it is essential for students of literature to be well-informed about contemporary theoretical debates, methodologies, and problems. But literary theory and criticism did not begin with the structuralist revolution of the 1960s, and it is essential for students to understand earlier developments—many of which still have the power to provoke and inspire. Critical historicization should begin at home, with an awareness of how different the forms, practices, institutions, and politics of literary criticism have been, and this course thus introduces students to the vast field of pre-1960 debates. We examine the historical evolution of key terms now more or less taken for granted as part of critical vocabulary, and we pay particular attention to the (relatively recent) emergence of literature itself as a category of study. No prior knowledge of the subject is assumed, and all texts are read in English.

COM L 208 Shakespeare and the Twentieth Century (also ENGL 208) (IV)

Spring. 4 credits. W. J. Kennedy.
What is the relationship between the plays of Shakespeare in their own time and the various ways they have functioned in modern culture? We compare selected works of Shakespeare with their adaptations in fiction, theater, film, the educational system, government, and popular culture. The discussion of each play is organized around one or more critical approaches. The course as a whole attempts to provide a systematic introduction to the contemporary study of literature and culture.

COM L 211 The Comic Road to Wisdom (also THETR 214) (IV)

Spring. 4 credits. S. Donatelli.
This course offers an appreciation of comedy not only as a literary mode but as a symbolic attitude, as an essential aspect of human experience, and as a species of pre-reflective consciousness whose appearance especially in pre-modern works can provide valuable orientation for humanists in an increasingly rationalistic and technological age. Readings include literary works by Aristophanes, Plato, Erasmus, Cervantes, Shakespeare, Dickens, Austen, Beckett, Flann O'Brien, Dorothy Parker, and Italo Calvino, and films by the Marx Brothers and by Indian director Mira Nair. Prominent theoretical approaches to the comic by Bergson, Pirandello, Freud, Bakhtin, Auden, Frye, Langer, and others is also offered, as is background on related sub-topics such as the carnival, the fool, and laughter. While the course communicates an objective sense of several comic strategies and positions, its main purpose is to encourage, and to provide a forum for, the speculative response that comic literature typically provokes.

[COM L 215 Comparative American Literatures (also AM ST 215) (IV)

Spring. 4 credits. Not offered 2001-2002.
B. Maxwell.
Twentieth-century writing from Canada, the United States, the Caribbean, and Latin America. A hemispheric American Studies perspective encourages thinking about and across cultural, linguistic, and national demarcations. This course proposes that a question put by the poet William Carlos Williams—"History, history! What do we fools know or care?"—finds its counter-statement in words from Africa, passed on by the novelist Paule Marshall: "Once a great wrong has been done, it never dies. People speak the words of peace, but their hearts do not forgive. Generations perform ceremonies of reconciliation but there is no end." Countering the literature of amnesia and baseless optimism, the works that we read cannot forget, and decline to forgive, the historical traumas that so bitterly flavor them. Our concern is largely with understanding the aesthetic means and strategies that certain writers use to perform ceremonies *not* bent on reconciliation. Readings (in English) include Joy Kogawa, *Obasan*; Sheila Watson, *The Double Hook*; Hubert Aquin, *The Antiphrony*; Jean Toomer, *Cane*; William Faulkner, *Absalom, Absalom!*; Wilson Harris, *The Palace of the Peacock*; Edward Kamau Brathwaite, *X/Self and Trench Town Rock*; Mariano Azuela, *The Underdogs*; Jose Donoso, *Curfew*; and Eduardo Galeano, *The Book of Embraces* and selections from the work of John Sanford, Rosario Castellanos, Clarice Lispector, and Juan Gelman.]

COM L 220 Thinking Surrealisms (IV)

Spring. 4 credits. B. Maxwell.
Borrowing its title from a formulation of the Marxist philosopher Ernst Bloch and beginning from the "forays of demoralization" instigated by the Dadas, who bequeathed to surrealism the precious gift of unreconciliation to the given, this course ranges over the protean expressiveness of several surrealist moments of the last century. The inception of surrealist precept and practice in Paris in the mid-1920s is a consideration, perhaps only slightly more central to the course than the explicitly anti-fascist political phase of the 1930s and '40s; the supplementation of Parisian surrealism by Caribbean, Mexican, African American, Quebecois, and Mauritian writers and artists; the renegade practice of Hans Bellmer and the unschooled surreality of Eugene Atget; the reflections of and on surrealism by Walter Benjamin, Ernst Bloch, and Theodor W. Adorno; the relations of surrealism to the Situationist International; and the recent critiques of surrealism in fiction (Milan Kundera) and scholarship (Hal Foster). Throughout, the course asks what the proliferation of "thinking surrealisms" meant to twentieth-century culture and politics. All readings in English.

COM L 222 Ancient Fiction (also CLASS 222) (IV)

Fall. 4 credits. J. Rife.
See CLASS 222 for full course description.

COM L 225 Poetry and Poetics of Difference (also ENGL 225) (IV)

Spring. 4 credits. Limited to 15 students.
While not restricted to sophomores, this course is intended to offer sophomores especially an opportunity to work closely with faculty in a seminar environment in a strong interdisciplinary context. J. Monroe.

What is the relationship between the diverse pleasures we experience in poetry and contemporary ethical concerns? In what ways does poetry encourage us to understand and engage, in particular, questions of difference and otherness? In exploring these and related questions, this course begins with a constellation of influential examples from poetry of the past two centuries, then moves to recent discussions from a cross-section of fields including anthropology, philosophy, linguistics, and cultural studies. The latter half of the course explores the role such questions have played across a range of contemporary poetic practices within the United States and abroad over the past two decades, with particular emphasis on the period since 1989. Readings include works by Edgar Allen Poe, Gertrude Stein, André Breton, Adrienne Rich, June Jordan, Kamau Brathwaite, Aimé Césaire, Hans Magnus Enzensberger, Joy Harjo, Rosmarie Waldrop, Charles Bernstein, Michael Palmer, Leslie Scalapino, and Susan Howe.

COM L 236 Greek Mythology (also CLASS 236) # (IV)

Fall. 3 credits. Limited to 200. D. Mankin. For description, see CLASS 236.

COM L 239 Cultural History of the Jews of Spain (also NES 239, JWST 239, RELST 239 and SPAN L 239) # (IV)

Spring. 3 credits. Staff. See NES 239 for a full course description.

COM L 256 Introduction to the Q'uran (NES 256, RELST 213, JWST 256) @ # (IV)

Spring. 3 credits. S. Toorawa. See NES 256 for a full course description.

COM L 302 Literature and Theory (also COM L 622 and ENGL 302/602) (IV)

Fall. 4 credits. J. Culler. Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings from Barthes, Derrida, Foucault, J. Butler, B. Johnson, and others. No previous knowledge of literary theory is assumed.

[COM L 304 Europe and Its Others: An Introduction to the Literature of Colonialism @ (IV)]

Fall. 4 credits. Limited to 15. Not offered 2001–2002. N. Melas. Through an examination of selected works from the early twentieth century to the present from France, England, Africa, and the Caribbean, this course provides an introduction to the literature written alongside and against the historical phenomenon that has arguably had the most far reaching impact in modern history: European colonialism. How was culture instrumental in the political project of domination? How have writers of the postcolonial period attempted to write back? What problems and possibilities does colonialism present for cultural identity and cultural resistance? In addition to close reading of texts and a consideration of historical background we also examine visual representations of colonialism, particularly film. Authors include Conrad, Ngugi, Nandy, Condé, Duras, Salih, Fanon, Memmi, Djébar, Resnais, and Pontecorvo. All readings available in English.]

[COM L 311 Modern European Literature and Culture (also FRLIT 315) (IV)]

Spring. 4 credits. Not offered 2001–2002. Staff.

We concern ourselves with European culture as embracing the area from Russia to the Atlantic Ocean, not as divided into Western, Eastern, or Central. European culture crosses the old East-West political boundaries. Case studies: Ireland, France, Czech Republic, Russia.

This course is designed for those interested both in the artistic, imaginative side of European literature and in the ways in which culture expresses some of the most significant concerns of our age. The conceptual links include issues of national identity and social justice, as well as concerns of private emotions and individual personality. Popular culture, film, TV, and theatre are integrated with the reading and class discussion. Some authors who are read: Flaubert, Charlotte Brontë (*Villette*), Karl Marx, Dostoevsky, Mayakovsky, Yeats, Malraux, Camus, Joyce, Solzhenitsyn, Kundera, and others.]

[COM L 326 Christianity and Judaism (also RELST 326) (IV)]

Spring. 4 credits. Not offered 2001–2002. C. Carmichael.

A study of the New Testament as a product of the First Century Palestinian and Hellenistic Judaism. Other text (also in translation): *The Passover Haggadah*.]

COM L 328 Literature of the Old Testament (also RELST 328) @ # (IV)

Fall. 4 credits. C. M. Carmichael. Analysis of small sections of well-known material for in-depth discussion.

COM L 330 Political Theory and Cinema (also GERST 330, GOVT 370, THETR 329) (III or IV)

Fall. 4 credits. G. Waite. See GERST 330 for full course description.

COM L 332 Dostoevsky (also RUSSL 369) # (IV)

Spring. 4 credits. P. Carden. See RUSSL 369 for full course description.

COM L 334 Islamic Spain: Culture and Society (also NES 339, JWST 339, SPANL 339) @ # (IV)

Fall. 4 credits. R. Brann. See NES 339 for full course description.

COM L 335 Modern Western Drama, Modern Western Theater: Theory and Practice (also THETR 335) (IV)

Fall. 4 credits. R. Schneider. See THETR 335 for full course description.

[COM L 343 Contemporary Mass Culture in Japan and in the U.S. (also ASIAN 363) (IV)]

Spring. 4 credits. Enrollment limited to 25. Not offered 2001–2002. B. deBary. For description, please see ASIAN 363.]

[COM L 344 Tragic Theatre (also CLASS 345) (IV)]

Spring. 4 credits. Not offered 2001–2002. F. Ahl. For course description, please see CLASS 345.]

COM L 353 European Cultural History 1870–1945 (also HIST 363) (III or IV)

Spring. 4 credits. M. Steinberg. See HIST 363 for full course description.

COM L 356 Renaissance Literature (IV)

Spring. 4 credits. W. J. Kennedy. An introduction to Renaissance literary texts with some attention to cultural backgrounds and intellectual history. Readings from Machiavelli, Erasmus, Rabelais, Shakespeare, Cervantes, and others.

[COM L 362 The Culture of the Renaissance II (also ENGL 325, HIST 364, MUSIC 390, ART H 351 and RELST 362) (III or IV)]

Spring. 4 credits. Next offered 2002–2003. C. Kaske, W. J. Kennedy.

Members of various departments lecture on Luther, Michelangelo, Edmund Spenser, Cervantes, Copernicus, Galileo, and Monteverdi.]

COM L 363 The European Novel # (IV)

Fall. 4 credits. J. Stark. This course examines the history of the European novel and its forms of representing reality. We study how the structure and themes of the novel emerged against a background of radical social, economic, and political upheavals that held profound consequences for Western conceptions of culture, selfhood, and history. How do novels reflect the world? What can they tell us about structures of knowing and understanding? How do novels interact with the worlds of their readers? To address these questions, detailed analysis of formal and aesthetic issues is combined with discussion of the historical and cultural contexts of the works studied. Readings (in English translation) include novels by Cervantes, Diderot, Stendhal, Flaubert, Dostoevsky, Kafka, Woolf, and Calvino.

COM L 364 The European Novel # (IV)

Spring. 4 credits. E. Rosenberg. Close readings of some eight texts which essentially chart the history of nineteenth and twentieth-century fiction. Readings from among the following: Austen, *Persuasion*, Balzac, *Old Goriot* or *Eugenie Grandet*; Dickens, *Oliver Twist*; Flaubert, *Madame Bovary*; Tolstoy, *Death of Ivan Ilyich* and *Master and Man*; Mann, *Death in Venice*, and *Mario and the Magician*; Gide, *The Immoralist*; Kafka, *The Metamorphosis*; Woolf, *Mrs. Dalloway*; Nabokov, *Lolita* or *Pale Fire*. All texts read in English; students who command the pertinent foreign language may, of course, read the books in the original.

COM L 365 Contemporary Fiction @ (IV)

Fall. 4 credits. Limited to 15 students. Core course for majors. B. Maxwell. A study of European fiction and drama largely drawing on texts from the first half of the twentieth century. We pay particular attention to the making of literary types and characters; to traces of utopian and messianic elements; to the relations between memory and political revolution; and to the motive of *ressentiment*. Readings (in translation) chosen from the following: Robert Walser, *Snowwhite* and *The Walk*; Franz Kafka, *The Trial*; Thomas Mann, *Death in Venice*; Bertolt Brecht, *The Rise and Fall of the City of Mahagonny*; Joseph Roth, *Hotel Savoy*; Alfred Döblin, *Berlin Alexanderplatz*; Christa Wolf, *The Quest for Christa T.*; Louis Aragon, *Paris Peasant*; Louis-Ferdinand Céline, *Death on the Installment Plan*; Elio Vittorini, *In Sicily*; Natalia Ginzburg, stories; and Isaac Babel, stories. Collateral theoretical readings by Georg Lukács, Ernst Bloch, Bertolt Brecht, Walter Benjamin.

Siegfried Kracauer, Gershom Scholem, Elias Canetti, and Christa Wolf.

COM L 367 The Russian Novel (also RUSS L 367) # (IV)

Fall. 4 credits. N. Pollak.

See RUSS L 367 for a full course description.

COM L 370 Literature and Ethics (IV)

Spring. 4 credits. Limited to 15 students.

Core course for majors. J. Stark.

Recent literary criticism has renewed the fraught question of how literature relates to ethics. This question arises most dramatically when incompatible modes of interpreting or representing experience confront each other and consequently destabilize accepted definitions of the law, of moral value, and of historical truth. In this course, we encounter a range of paradigmatic scenes that compel ethical reflection, touching on rituals of mourning, social cooperation and rebellion, and specific traumatic histories. We ask how fiction can foster responsibility to one's historical and social surroundings, both through detailed readings of key literary texts by authors including Sophocles, Baudelaire, Melville, Brecht, Ellison, Morrison, and Celan and through critical analysis of the politics of literature in writings by, among others, Sartre, Adorno, and Blanchot. Students may read texts in the original language or in English translation.

COM L 382 Greeks, Romans, and Victorians (also CLASS 382) # (IV)

Spring. 4 credits. F. Ahl.

See CLASS 382 for full course description.

COM L 404 History into Fiction: Nazis and the Literary Imagination (also JEWST 414, ENGL 404 and GERST 414) (IV)

Fall. 4 credits. Limited to 15. E. Rosenberg.

See ENGL 404 for a full course description.

[COM L 413 Death, Culture, and the Literary Monument (IV)]

Fall. 4 credits. Next offered 2002-2003. N. Melas.

Beginning with Homer's *Iliad*, this course inquires into the monumental transformation of death into immortality in the literary composition. How do death's negations become fiction's triumph? We pay particular attention to the fate of this procedure when its subjects are no longer heroic warriors but slaves and women. How do colonial domination and gender difference alter the aesthetic procedures and assumptions underlying commemoration and literary immortality? In addition to death and language, we consider such themes as the relation of antiquity to the present, of identity to its dissolution and of politics to culture. Readings of literary texts drawn from a variety of languages and traditions are attended by selected readings in critical theory and a glance at visual culture, particularly surrounding monuments commemorating the emancipation of slaves and the holocaust. Authors include Homer, Derek Walcott, Simone Schwartz-Bart, Virginia Woolf, Krista Wolf, Tayeb Salih, Maurice Blanchot, Hegel, Orlando Patterson, and Walter Benjamin.]

COM L 417 Faust (also GERST 417) # (IV)

Spring. 4 credits. H. Deinert.

See GERST 417 for a full course description.

COM L 418 Virtual Orientalisms (also ASIAN 415) # (IV)

Fall. 4 credits. Limited to 25 students.

B. deBary.

See ASIAN 415 for a full course description.

COM L 419-420 Independent Study

419, fall; 420, spring. Variable credit.

COM L 419 and 420 may be taken independently of each other. Applications available in 247 G.S.

[COM L 426 New Testament Seminar (also RELST 426) # (IV)]

Fall. 4 credits. Limited to 20 students. Next offered 2003-2004. C. Carmichael.

Identification and discussion of problems in the New Testament.]

COM L 428 Biblical Seminar (also RELST 427) # @ (IV)

Fall. 4 credits. C. Carmichael.

We discuss attitudes to sexuality in the Bible. In Old and New Testament texts we examine the clash between ancestral behavior and subsequent laws and between legal and religious ideas. Topics include: marriage and divorce, incest, intermarriage, gender discrimination, guilt and shame, homosexuality, women and purity, sexual language, and symbols.

COM L 432 Racial Democracy in the Americas (also S HUM 418) (IV)

Spring. 4 credits. Z. Nunes.

See S HUM 418 for full course description.

COM L 442 Spinoza and New Spinozism (also GERST 409) (IV)

Spring. 4 credits. G. Waite.

See GERST 409 for a full course description.

COM L 446 Translation for the Theatre (also THETR 423/623, COM L 646) (IV)

Spring. 4 credits. J. E. Gainor.

See THETR 423 for full course description.

[COM L 450 Renaissance Poetry (also COM L 650, ENGL 622, ITALL 450/650) (IV)]

Spring. 4 credits. Not offered 2001-2002.

W. J. Kennedy.

A reading and discussion of key texts in lyric poetry from Italian, French, English, and other European literatures of the Renaissance.]

[COM L 451 Renaissance Narrative (IV)]

Spring. 4 credits. Not offered 2001-2002.

W. J. Kennedy.

A reading and discussion of key texts in narrative epic and chivalric romance from Italian, French, English, and other European literatures of the Renaissance.]

COM L 452 Renaissance Humanism (also COM L 652) # (IV)

Fall. 4 credits. Enrollment limited to 15.

W. J. Kennedy.

A reading and discussion of key texts by Renaissance humanists in Italian, French, English and other European literatures from the fourteenth to seventeenth centuries.

COM L 459 Opera, History, Politics, Gender (also HIST 456, WOMNS 454, S HUM 459, MUSIC 474, ITALL 456) (III or IV)

Spring. 4 credits. M. Steinberg, S. Stewart.

See HIST 456 for full course description.

COM L 461 Art and Social Histories (ART H 461) (IV)

Spring. 4 credits. L. Meixner.

See ART H 461 for a full course description.

[COM L 467 Poetry and Rhetoric (also COM L 667, ENGL 483/683, FRLIT 437/637) (IV)]

Fall. 4 credits. Not offered 2001-2002.

C. Chase.

In present-day common usage, "poetry" means emotion or beauty, and "rhetoric" means deceptive, decorative language. These incompatible meanings cover over a history of close connection between poetry and rhetoric. Historically, if poetry and rhetoric at times have been seen as opposite, incompatible kinds of language, they also have been identified with each other and strongly distinguished from philosophy and science. Where rhetoric belongs turns out to raise issues of politics and philosophy not only of literary history and language. Such questions and issues have been intently pursued in modern poetry beginning with the Romantics. In this course we read poetry and criticism or "theory" that explore what it means for language to be rhetorical. Readings from Aristotle, Shakespeare, Marvell, Coleridge, Wordsworth, Mallarmé, Rilke, Valéry, Wallace Stevens, Jean Paulhan, Gerard Genette, Derrida, De Man, and Judith Butler. Two papers (one short, one longer) required. Reading knowledge of French and/or German recommended but not required.]

COM L 474 Topics in Modern European Intellectual and Cultural History (also HIST 474/673, JWST 474) (III or IV)

Fall. 4 credits. D. LaCapra.

See HIST 474 for a full course description.

COM L 480 Baudelaire in Context (also COM L 680, FRLIT 488/688) # (IV)

Spring. 4 credits. Prerequisite: reading knowledge of French required. J. Culler.

A reading of *Les Fleurs du Mal* and *Les Petits poèmes en prose*, in conjunction with major twentieth-century critical treatments of them, so as to grasp what has been at stake in discussions of Baudelaire. Critics to be read include Benjamin, Bersani, de Man, Friedrich, Jakobson, Jauss, Johnson, and Sartre.

[COM L 482 Latin American Women Writers (also SPANL 492, WOMNS 481) (IV)]

Spring. 4 credits. Not offered 2001-2002.

D. Castillo.

See SPANL 492 for a full course description.

COM L 483 Imagining the Holocaust (also ENGL 458/658, JWST 458/658, COM L 683, GERST 483) (IV)

Spring. 4 credits. D. Schwarz.

See ENGL 458 for a full course description.

COM L 484 Nationalism and Literature (also SPANL 484) (IV)

Spring. 4 credits. R. Resina.

See SPANL 484 for full course description.

COM L 488 Biblical Diasporas in France (also S HUM 406) (IV)

Fall. 4 credits. Limited to 15 students.

Prerequisite: permission of instructor.

T. McNulty.

See S HUM 406 for full course description.

COM L 493 Senior Essay

Fall and spring. 8 credits.

Hours TBA individually in consultation with the director of the Senior Essay Colloquium. Approximately 50 pages to be written over the course of two semesters in the student's senior year under the direction of the student's adviser. An "R" grade is assigned on the basis of research and a preliminary draft completed

in the first semester. A letter grade is awarded on completion of the second semester.

[COM L 495 The Cultural Theory of the Frankfurt School (also GERST 495, GOVT 471) (III or IV)]

Fall. 4 credits. Not offered 2001–2002.
P. Hohendahl.
See GERST 495 for a full course description.]

COM L 496 Theorizing the Public Sphere (also GERST 496) (IV)]

Fall. 4 credits. P. Hohendahl.
See GERST 496 for full course description.

COM L 499 Seasons of Migration (also S HUM 409) (IV)]

Fall. 4 credits. S. Toorawa.
See S HUM 409 for full course description.

[COM L 604 Translation and the Global Marketplace]

Fall. 4 credits. Next offered 2003–2004.
N. Melas.]

[COM L 609 Comparison and Cultural Difference]

Fall. 4 credits. Next offered 2002–2003.
N. Melas.
This course is a wide-ranging investigation of the pitfalls and possibilities for cross-cultural comparison. We examine the structure and mechanisms of comparison, both as a disciplinary method and as a concept or practice: to what extent and in what circumstance can comparison produce cultural difference, consolidate it, dissolve it, erect borders, inhabit borderlands, propose a global ecumene? With particular attention to colonialism and globalization, we inquire into the relation between various modes of comparison and broader contexts and ideologies. Though focused on the humanities and on theoretical texts, readings include incursions into the social sciences and selected poetry and film. Authors may include Lyotard, Foucault, Fanon, Tilley, Gilroy, Clifford, Appadurai, Bhabha, Lanser, Kincaid, Walcott.]

[COM L 610 Modern Japanese Studies: The Formation of the Field in History and Literature (also ASIAN 609)]

Spring. 4 credits. Not offered 2001–2002.
B. deBary, N. Sakai, J. Koschmann.
See ASIAN 609 for a full course description.]

COM L 619–620 Independent Study

619, fall; 620, spring. Variable credit.
COM L 619 and 620 may be taken independently of each other. Applications available in 247 G.S.

COM L 622 Literature and Theory (also COM L 302 and ENGL 302/602)]

Fall. 4 credits. J. Culler.
See COM L 302 for a full course description.

[COM L 630 Aesthetics in the Eighteenth Century (also ENGL 630)]

Fall. 4 credits. Not offered 2001–2002.
N. Saccamano.
See ENGL 630 for a full course description.]

COM L 631 Politics and the Passions: Hobbes to Rousseau (also ENGL 631)]

Spring. 4 credits. N. Saccamano.
See ENGL 631 for full course description.

COM L 646 Translation for the Theatre (also THEATR 423/623, COM L 446)]

Spring. 4 credits. J. E. Gainor.
See THEATR 623 for full course description.

[COM L 650 Renaissance Poetry (also COM L 450, ENGL 622, ITAL 450/650)]

Spring. 4 credits. Not offered 2001–2002.
W. J. Kennedy.
See COM L 450 for a full course description.]

COM L 652 Renaissance Humanism (also COM L 452)]

Fall. 4 credits. W. J. Kennedy.

COM L 656 Aesthetic Theory: End of Art (also GERST 656)]

Fall. 4 credits. P. Gilgen.
See GERST 656 for full course description.

COM L 661 The Gay Critic (also GERST 641)]

Fall. 4 credits. P. Rehberg.
See GERST 641 for full course description.

COM L 665 The Literature of Empire in the Renaissance (also ENGL 626)]

Spring. 4 credits. W. Cohen.
Literary responses to the first age of European global expansion, viewed in the context of the category of the Renaissance and the ongoing process of the self-definition of European literature and Western civilization. Emphasis on the interplay between Mediterranean and oceanic imperialism, and on the relationship between ideology and literary form. Readings from lyric poetry, Ariosto, Bacon, Camões, Campanella, Marlowe, Montaigne, More, Rabelais, Shakespeare, Spenser, Tasso, and especially Cervantes. Readings available in English.

[COM L 667 Poetry and Rhetoric (also COM L 467, ENGL 4483/683, FRLIT 437/637)]

Fall. 4 credits. Not offered 2001–2002.
C. Chase.
See COM L 467 for a full course description.]

COM L 671 Transnational Imaginaries: Globalization and Culture

Spring. 4 credits. Limited to 15 students, advanced undergraduates and graduates.
N. Melas.
The term 'globalization' has become ubiquitous in recent years as the primary conceptual frame and material basis for understanding contemporary transnationalism. It evokes a brave new borderless world in which politics, culture and social formations are no longer necessarily congruent with nor primarily beholden to national boundaries. It triumphantly or despairingly announces the end of history when space precedes time as the measure of human experience, and that experience exceeds the grasp of modernity's autonomous subject. Globalization thus challenges many aspects of our experience of culture—both in its ethnographic and humanist guises—and of the categories through which we apprehend and analyze it. This course provides an introduction to recent writings surrounding globalization in that shifting borderland between the humanities and the social sciences, while focussing on some theoretical implications rather than attempting a comprehensive survey. We dwell specifically on 1) analyzing the relation between the terms "postcolonial" and "global" in recent critical theory. To what extent does the "global" mark the end of the "postcolonial" in transnational relations, particularly between the so-called first and third worlds? 2) examining culture's relation to space, time and subjectivity in view of the "time-space compression" that underlies globalization. Readings are equally divided

between critical expository texts and fictional texts (including both literature and film). Knowledge of a language other than English recommended but not required.

[COM L 675 After the Divide: German Critical Theory of the Seventies and Eighties (also GERST 675 and HIST 675)]

Fall. 4 credits. Not offered 2001–2002.
P. Hohendahl.
See GERST 675 for a full course description.]

COM L 680 Baudelaire in Context (also COM L 480, FRLIT 488/688)]

Spring. 4 credits. J. Culler.
For course description, please see COM L 480.

COM L 683 Imagining the Holocaust (also COM L 483, ENGL 458/658, JWST 458/658, GERST 483)]

Spring. 4 credits. D. Schwarz.
For course description, please see ENGL 458.

COM L 685 Gramsci and Cultural Politics (also GERST 685, GOVT 675)]

Spring. 4 credits. G. Waite.
For description, please see GERST 685.

COM L 688 Postcolonial Theory and German Studies (also GERST 671)]

Spring. 4 credits. L. Adelson.
See GERST 671 for full course description.

[COM L 689 Adorno's Aesthetic Theory (also GERST 689)]

Fall. 4 credits. Not offered 2001–2002.
P. Hohendahl.
See GERST 689 for a full course description.]

[COM L 695 Post-Modern Thought and Area Studies (also JPLIT 614)]

Fall. 4 credits. Not offered 2001–2002.
B. deBary.
See JPLIT 614 for a full course description.]

COMPUTER SCIENCE

C. Van Loan, chair; B. Arms, G. Bailey, K. Birman, C. Cardie, T. Coleman, R. L. Constable, R. Caruana, A. Demers, R. Elber, D. Fan, J. Gehrke, D. Greenberg, J. Halpern, J. E. Hopcroft, D. Huttenlocher, J. Kleinberg, D. Kozen, L. Lee, G. Morrisett, A. Myers, K. Pingali, F. B. Schneider, D. Schwartz, B. Selman, D. Shmoys, E. G. Sier, E. Tardos, R. Teitelbaum, S. Vavasis, G. Yona, R. Zabih

The Department of Computer Science is affiliated with both the College of Arts and Sciences and the College of Engineering. Students in either college may major in computer science. For details, visit our web site at www.cs.cornell.edu/ugrad.

The Major

CS majors take courses in algorithms, data structures, logic, programming languages, scientific computing, systems, and theory. Electives in artificial intelligence, computer graphics, computer vision, databases, multimedia, and networks are also possible. Requirements include:

- four semesters of calculus (MATH 111–122 (or 112)–221–222 or 191–192–293–294)
- two semesters of introductory computer programming (COM S 100 and 211)
- a one-credit project (COM S 212)

- a seven-course computer science core (COM S 280, 312, 314, 321 or 322 or 421, 381, 414, and 482)
- two 400+ computer science electives, totaling at least six credits
- a computer science project course (COM S 413, 415, 418, 433, 473, 501, 514, 519, or 664)
- a mathematical elective course (OR&IE 270, MATH 300+, T&AM 310, etc.)
- two 300+ courses that are technical in nature and total at least six credits
- a three-course specialization in a topic area other than computer science. These courses must be numbered 300 level or greater.

Note: All of the field electives described above must be courses of three or more credit hours with the exception of the COM S project course, which may be two credits.

The program is broad and rigorous, but it is structured in a way that supports in-depth study of outside areas. Intelligent course selection can set the stage for graduate study and employment in any technical area and any professional area such as business, law, or medicine. With the adviser, the computer science major is expected to put together a coherent program of study that supports career objectives and is true to the aims of liberal education.

Admission

All potential affiliates are reviewed on a case-by-case basis relative to the following criteria:

- 1) Completion of MATH 293 (or MATH 221), COM S 211, COM S 212*, and COM S 280.
- 2) A grade of C or better in all required COM S courses, excluding COM S 100, with the overall average of these courses being not less than 2.7.
- 3) A grade of C or better in all required math courses, with the overall average of these courses being not less than 2.7 (can include the math-related elective).
- 4) An overall GPA of not less than 2.0 (2.5 or better recommended).

If any courses are repeated, both grades will be counted in the averages used for admissions. Qualifying courses must be taken at Cornell.

Note: Students who do not meet these requirements are discouraged from attempting affiliation with the major. The COM S major can be exceptionally rigorous for students who are not suitably prepared for the academic requirements of the program and are unlikely to be admitted to the major if they do not meet the admissions standards listed above.

*COM S 212 required for class of 2004 and later.

Honors. To qualify for departmental honors a student must have:

- maintained a cumulative GPA greater than or equal to 3.5
- completed eight credit hours of COM S course work at or above the 500 level (graded courses only; no seminars or two-credit project courses.)
- completed six credit hours of COM S 490

research with a COM S faculty member, spread over at least two semesters and with grades of A- or better.

Note: Honors courses may not be used to satisfy the COM S 400+ elective requirement, the COM S project requirement, the math elective, or the specialization. See the COM S undergraduate web site for more information on eligibility: www.cs.cornell.edu/ugrad.

Courses

For complete course descriptions, see the computer science listing in the College of Engineering section.

COM S 099 Fundamental Programming Concepts

Fall, summer. 2 credits. S-U grades only. No prerequisites. Freshman only.

COM S 100 Introduction to Computer Programming (II)

Fall, spring, summer. 4 credits. During the fall semester, two versions of COM S 100 (COM S 100M and COM S 100J) are available as described in the computer science listing in the College of Engineering.

COM S 101 Introduction to Cognitive Science (also COGST 101, LING 170, and PSYCH 102) (III)

Fall. 3 credits.

COM S 113 Introduction to C

Fall, spring. 1 credit. Usually weeks 1-4. Prerequisite: COM S 100 or equivalent programming experience. Credit is granted for both COM S 113 and 213 only if 113 is taken first. S-U grades only.

COM S 114 Unix Tools

Fall. 1 credit. Usually weeks 5-8. Prerequisite: COM S 100 or equivalent programming experience. S-U grades only.

COM S 130 Creating Web Documents

Fall. 3 credits. No prerequisites.

COM S 191 Media Arts Studio I (also ART 391, THETR 391)

Fall. 3 credits. Prerequisites: one of the following courses: ART 171, THETR 277, 377, MUSIC 120, or equivalent. Also must be a junior and have permission of instructor. Lab fee \$50.

For description, see ART 391.

COM S 201 Cognitive Science in Context Laboratory (also COGST 201 and PSYCH 201) (III)

Fall or spring. 4 credits. Concurrent or prior registration in "Introduction to Cognitive Science" PSYCH 102/COGST 101/COM S 101/LING 170/PHIL 191 is suggested but not required. Knowledge of programming languages is not assumed. Limited to 24 students. Fall, B. Halpern and staff; spring, D. Field and staff.

COM S 202 Transition to Java

Fall, spring. 1 credit. Usually weeks 1-4. Prerequisite: one semester-long programming course.

COM S 211 Computers and Programming (also ENGRD 211) (II)

Fall, spring, summer. 3 credits. Prerequisite: COM S 100 or an equivalent course in Java or C++.

COM S 212 Java Practicum

Fall, spring. 1 credit. Letter grade only. Pre- or corequisite: COM S/ENGRD 211.

COM S 213 C++ Programming

Fall, spring. 2 credits. Prerequisite: COM S 100 or equivalent programming experience. Students who plan to take COM S 113 and 213 must take 113 first. S-U grades only.

COM S 214 Advanced UNIX Programming and Tools

Spring. 1 credit. S-U grade only. Prerequisite: COM S 114 or equivalent.

COM S 230 Intermediate Web Design

Spring. 3 credits. Prerequisite: COM S 130. Not offered every year; may be offered spring 2002.

COM S 280 Discrete Structures

Fall, spring. 4 credits. Pre- or corequisite: COM S 211 or permission of instructor.

COM S 312 Data Structures and Functional Programming (II)

Fall, spring. 4 credits. Prerequisite: COM S 211/212 or equivalent programming experience.

COM S 314 Computer Organization (also ECE 314)

Fall, spring. 4 credits. Prerequisite: COM S 211; COM S 312 or ENGRD 231/ECE 232 recommended, but not required.

COM S 321 Numerical Methods in Computational Molecular Biology (also BIOBM 321 and ENGRD 321) (I)

Fall. 3 credits. Prerequisites: at least one course in calculus such as MATH 106, 111, or 191 and a course in linear algebra such as MATH 221 or 294 or BTRY 417. COM S 100 or equivalent and some familiarity with iteration, arrays, and procedures. COM S majors may use only one of the following toward their degree: COM S 321, 322, or 421.

COM S 322 Introduction to Scientific Computation (also ENGRD 322)

Spring, summer. 3 credits. Prerequisites: COM S 100 and (MATH 222 or 294). COM S majors may use only one of the following toward their degree: COM S 321, 322, or 421.

COM S 324 Computational Linguistics (also COGST 424, LING 424) (III)

Spring. 4 credits. Prerequisites: LING 203; Labs involve work in the UNIX environment; COM S 114 recommended.

For description, see LING 424.

COM S 381 Introduction to Theory of Computing

Fall, summer. 4 credits. Prerequisite: COM S 280 or permission of instructor. Credit will not be granted for both COM S 381 and 481.

COM S 392 Topics in High-level Vision (also COGST 465, PSYCH 465) (III)

Spring. 4 credits.

For description, see PSYCH 465.

[COM S 400 The Science of Programming

Spring. 4 credits. Prerequisite: COM S 280 or equivalent. Not offered every year; semester TBA.]

COM S 409 Data Structures and Algorithms for Computational Science

Spring. 4 credits. This course is not open to COM S majors. Prerequisite: COM S 211 or equivalent programming experience. Not offered every year.

COM S 411 Programming Languages and Logics

Fall. 4 credits. Prerequisites: COM S 312 or permission of instructor. Not offered every year; semester TBA.

COM S 412 Introduction to Compilers

Spring. 3 credits. Prerequisites: COM S 312 (or permission of instructor) and 314. Corequisite: COM S 413.

COM S 413 Practicum in Compilers

Spring. 2 credits. Corequisite: COM S 412. A compiler implementation project related to COM S 412.

COM S 414 Systems Programming and Operating Systems

Fall, spring, summer. 3 credits. Prerequisite: COM S 211, 212, 312 (or permission of instructor), and 314. Corequisite: COM S 415 in spring only.

COM S 415 Practicum in Operating Systems

Fall, spring. 2 credits. Corequisite: COM S 414.

COM S 417 Computer Graphics and Visualization (also ARCH 374)

Spring. 3 credits. Prerequisite: COM S 211.

COM S 418 Practicum in Computer Graphics (also ARCH 375)

Spring. 2 credits. Enrollment limited. Prerequisite: COM S 212 and permission of instructor. Recommended: COM S 314. Corequisite: COM S 417.

COM S 421 Numerical Analysis

Fall. 4 credits. Prerequisites: MATH 294 or equivalent, one additional mathematics course numbered 300 or above, and knowledge of programming. COM S majors may use only one of the following toward their degree: COM S 321, 322, or 421.

COM S 430 Information Discovery

Spring. 3 credits. Prerequisite: COM S 211 or equivalent.

COM S 432 Introduction to Database Systems

Fall. 3 credits. Prerequisites: COM S 312 or 211, 212, and permission of instructor. Recommended: COM S 213 and strong programming skills in C or C++.

COM S 433 Practicum in Database Systems

Fall. 2 credits. Corequisite: COM S 432.

COM S 472 Foundations of Artificial Intelligence

Fall. 3 credits. Prerequisites: COM S 211 and 280 (or equivalent).

COM S 473 Practicum in Artificial Intelligence

Fall. 2 credits. Corequisite: COM S 472.

COM S 474 Introduction to Natural Language Processing (also COGST 474, LING 474)

Spring. 4 credits. Prerequisites: COM S 211.

COM S 478 Machine Learning

Spring. 4 credits. Prerequisites: COM S 280, 312, and basic knowledge of linear algebra and probability theory.

COM S 481 Introduction to Theory of Computing

Fall. 4 credits. Prerequisite: COM S 280 or permission of instructor. Credit will not be granted for both COM S 381 and 481.

A faster-moving and deeper version of COM S 381. Corrective transfers between COM S 481 and 381 (in either direction) are encouraged during the first few weeks of instruction.

COM S 482 Introduction to Analysis of Algorithms

Spring, summer. 4 credits. Prerequisites: COM S 280, 312, and either 381 or 481, or permission of instructor.

COM S 483 Quantum Information Processing (also PHYS 481, 681)

Spring. 2 credits. Prerequisite: familiarity with the theory of vector spaces over the complex numbers.

COM S 486 Applied Logic (also MATH 486) (II)

Fall or spring. 4 credits. Prerequisites: MATH 222 or 294, COM S 280 or equivalent (such as MATH 332, 432, 434, 481), and some course in mathematics or theoretical computer science.

COM S 490 Independent Reading and Research

Fall, spring. 1-4 credits.

COM S 501 Software Engineering

Spring. 4 credits. Prerequisite: COM S 211 or equivalent experience programming in Java or C++.

COM S 502 Computing Methods for Digital Libraries

Spring. 3 credits. Prerequisite: COM S 211 and some familiarity with the technology of web sites.

COM S 504 Applied Systems Engineering I (also CEE 504, ECE 512, M&AE 591, ORIE 512)

Fall. 3 credits. Prerequisite: permission of instructor. May not be used to fulfill the COM S 400+ electives.

COM S 505 Applied Systems Engineering II (also CEE 505, ECE 513, M&AE 592, OR&IE 513)

Spring. 3 credits. Prerequisite: Applied Systems Engineering I. May not be used to fulfill the COM S 400+ electives.

COM S 513 System Security

Spring. 4 credits. Prerequisites: COM S 414 or 519 and familiarity with JAVA programming language.

COM S 514 Intermediate Computer Systems

Fall or spring. 4 credits. Prerequisites: COM S 414 or permission of instructor.

COM S 515 Practicum in Systems

Fall or spring. 1-2 credits. Corequisite: COM S 514.

COM S 519 Computer Networks

Spring. 4 credits. Prerequisites: COM S 314 or permission of instructor. Not offered every year.

COM S 522 Computational Tools and Methods for Finance

Spring. 4 credits. Prerequisites: programming experience (e.g. C FORTRAN, or MATLAB) and some knowledge of numerical methods, especially numerical linear algebra. Not offered every year.

COM S 574 Heuristic Methods for Optimization (also CEE 509)

Spring. 3 or 4 credits. Prerequisite: COM S/ENGRD 211 or 322 or CEE/ENGRD 241, or graduate standing, or permission of instructor. Not offered every year.

COM S 601 System Concepts

Fall. 3 credits. Prerequisite: open to students enrolled in the COM S Ph.D. program.

COM S 611 Advanced Programming Languages

Fall. 4 credits. Prerequisites: graduate standing or permission of instructor.

COM S 612 Compiler Design for High-Performance Architectures

Spring. 4 credits. Prerequisites: COM S 314 and 412 or permission of instructor.

COM S 613 Concurrent Programming

Spring. 4 credits. Prerequisites: COM S 414 or permission of instructor. Not offered every year; semester TBA.

COM S 614 Advanced Systems

Spring. 4 credits. Prerequisite: COM S 414 or permission of instructor.

COM S 615 Adaptive Systems

Fall. 4 credits. Prerequisites: COM S 614 recommended.

COM S 621 Matrix Computations

Fall. 4 credits. Prerequisites: MATH 411 and 431 or permission of instructor.

[COM S 622 Numerical Optimization and Nonlinear Algebraic Equations

Spring. 4 credits. Prerequisite: COM S 621. Offered in odd-numbered years.]

COM S 624 Numerical Solution of Differential Equations

Spring. 4 credits. Prerequisite: previous exposure to numerical analysis (e.g. COM S 421 or 621) to differential equations, and knowledge of MATLAB. Offered in even-numbered years.

COM S 626 Computational Molecular Biology

Spring. 4 credits. Prerequisites: familiarity with linear programming, numerical solutions of ordinary differential equations and nonlinear optimization methods.

COM S 632 Advanced Database Systems

Spring. 4 credits. Prerequisite: COM S 432/433 or permission of instructor.

COM S 664 Machine Vision

Fall or spring. 4 credits. Prerequisites: undergraduate-level understanding of algorithms and MATH 221 or equivalent.

COM S 671 Introduction to Automated Reasoning

Fall. 4 credits. Prerequisite: COM S 611 and graduate standing or permission of instructor.

COM S 672 Advanced Artificial Intelligence

Spring. 4 credits. Prerequisites: COM S 472 or permission of instructor.

COM S 674 Natural Language Processing

Spring. 3 credits. Prerequisites: COM S 472 or permission of instructor. Not offered every year; semester TBA.

[COM S 676 Reasoning about Knowledge]

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Offered in even-numbered years. Not offered 2001-2002.]

[COM S 677 Reasoning about Uncertainty]

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Offered in odd-numbered years. Not offered 2001-2002.]

COM S 681 Analysis of Algorithms

Fall. 4 credits. Prerequisite: COM S 482 or graduate standing.

COM S 682 Theory of Computing

Spring. 4 credits. Prerequisite: (COM S 381 or 481) and (COM S 482 or 681) or permission of instructor.

COM S 683 Advanced Design and Analysis of Algorithms

Spring. 4 credits. Prerequisites: COM S 681 or permission of instructor.

COM S 684 Approximation and Network Algorithms

Fall. 4 credits. Prerequisites: COM S 681 or permission of instructor.

COM S 686 Logics of Programs

Spring. 4 credits. Prerequisites: COM S 481, 682, and (MATH 481 or MATH/COM S 486).

COM S 709 Computer Science Colloquium

Fall, spring. 1 credit. S-U grades only. For staff, visitors, and graduate students interested in computer science.

COM S 713 Seminar in Systems and Methodology

Fall, spring. 4 credits. Prerequisites: a graduate course employing formal reasoning, such as COM S 611, 613, 671, a logic course, or permission of instructor. Not offered every year; semester TBA.

COM S 715 Seminar in Programming Refinement Logics

Fall, spring. 4 credits. Prerequisite: permission of instructor.

COM S 717 Topics in Parallel Architectures

Fall. 4 credits. Prerequisite: COM S 612 or permission of instructor. Not offered every year; semester TBA.

COM S 719 Seminar in Programming Languages

Fall, spring. 4 credits. Prerequisite: COM S 611 or permission of instructor. S-U grades only.

COM S 721 Topics in Numerical Analysis

Fall, spring. 4 credits. Prerequisite: COM S 621 or 622 or permission of instructor. Not offered every year; semester TBA.

COM S 726 Problems in Computational Molecular Biology (also PL BR 726)

Fall, spring. 1 credit. S-U grades only.

COM S 732 Seminar in Database Systems

Fall, spring. 4 credits. S-U grades only.

COM S 754 Systems Research Seminar

Fall, spring. 1 credit. S-U grades only.

COM S 772 Seminar in Artificial Intelligence

Fall, spring. 4 credits. Prerequisite: permission of instructor. S-U grades only.

[COM S 773/774 Proseminar in Cognitive Studies I & II (also COGST, PHIL, LING, and PSYCH 773/774)]

Fall, 773; spring, 774. 4 credits. Not offered 2001-2002.]

COM S 775 Seminar in Natural Language Understanding

Fall, spring. 2 credits.

COM S 789 Seminar in Theory of Algorithms and Computing

Fall, spring. 4 credits. Prerequisite: permission of instructor. S-U grades only.

COM S 790 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. Letter grade only. Independent research or Master of Engineering project.

COM S 890 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Master of Science degree research.

COM S 990 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Doctoral research.

CZECH

See Department of Russian.

DANCE

See under Department of Theatre, Film and Dance.

DUTCH

See Department of German Studies.

EARTH AND ATMOSPHERIC SCIENCES

B. L. Isacks, chair; S. J. Riha, associate chair; directors of undergraduate studies: K. H. Cook (science of earth systems), R. W. Kay (geological sciences), and D. S. Wilks (atmospheric science); R. W. Allmendinger, W. D. Allmon, M. Barazangi, J. M. Bird, L. D. Brown, L. M. Cathles, J. L. Cisne, S. J. Colucci, A. T. DeGaetano, L. A. Derry, P. J. Gierasch, C. H. Greene, T. E. Jordan, S. Mahlburg Kay, M. C. Kelley, F. H. T. Rhodes, D. L. Turcotte, W. M. White, M. W. Wysocki

The new Department of Earth and Atmospheric Sciences joins faculty in the geological

sciences with faculty in atmospheric sciences to cover the breadth of modern earth sciences. We live on a planet with finite resources and a finite capacity to recover quickly from human-induced environmental stresses. It is also a powerful planet, with geologic hazards such as earthquakes and volcanic eruptions that alter the course of history with little prior warning. As the human population grows, understanding the earth and its resources becomes progressively more important for both future policymakers and ordinary citizens.

The new department is the home department for three majors: geological sciences, atmospheric sciences, and science of earth systems (SES). Geological sciences emphasizes the solid earth and its history, atmospheric sciences emphasizes basic understanding of modern climate and weather, while the science of earth systems major covers the new disciplines which study the interactions among rock, water, air, and life in our planet's operation. The geological sciences and SES majors are available for students in the College of Arts and Sciences. The geological sciences major is described below, and the SES major is described in the section, "Special Programs and Interdisciplinary Studies." Atmospheric sciences has been proposed as a new major in the College of Arts and Sciences. If approved, the new major would commence during 2001-2002. The goal is to have the breadth of earth sciences available to students in the Colleges of Arts and Sciences, Engineering, and Agriculture and Life Sciences. The community of majors in these inter-collegiate programs share a common interest in a rigorous scientific understanding of how our planet works.

For the latest information about these programs, please consult our web site at www.eas.cornell.edu.

The Geological Sciences Major

The geological sciences major reveals Earth's turbulent history from the formation of our solar system to the plate tectonic cycles that dominate Earth's present behavior. That history is highlighted by the co-evolution of life and the Earth system, a dramatic story that starts with the origin of life in our sun's planetary system and leads to the modern interglacial phase of our planet's latest ice age during which our species has emerged to play a major role in the planetary system. Topics of study also include the fundamental processes responsible for the concentration of mineral and energy resources that have enabled our technological evolution, and include natural hazards such as earthquakes, volcanic eruptions, floods, and landslides which pose dangers to our increasingly vulnerable cities and infrastructure.

The geological sciences major prepares students in geology, geophysics, geochemistry, and geobiology for careers in mineral and petroleum exploration, environmental geology, and academic and government research enterprises. Many of these career tracks involve graduate study, for which the major is excellent preparation. Alternatively, it is a valuable major for a pre-law or pre-med program or in preparation for a career in K-12 education.

In addition to course work, students learn by outdoor fieldwork and involvement in the vigorous research programs of the depart-

ment. Facilities include equipment for processing seismic signals and satellite images of the Earth's surface using extensive libraries of earthquake records, satellite images, and exploration seismic records, and instruments for highly precise chemical and physical analyses of earth materials, including instruments of the Cornell Center for Material Research, Ward Laboratory and the Cornell High Energy Synchrotron Source (CHESS). Undergraduates have served as field assistants for faculty members and graduate students in Argentina, Mexico, British Columbia, the Aleutian Islands and southeastern Alaska, Scotland, Switzerland, Tibet, and the Barbados. Undergraduates are encouraged to participate in research activities, frequently as paid assistants.

For admission to the geological sciences major, a student should have made substantial progress toward completing the following basic science requirements for the major: MATH 111–112 or MATH 191–192, PHYS 207–208 or PHYS 112–113, CHEM 207 or 211. Freshmen and sophomores should take an introductory EAS course (or courses), normally EAS 101 or EAS 201, or EAS 102 or EAS 104. Juniors with a strong foundation in mathematics and science may be accepted into the major without an introductory course. Majors take EAS 210, the five 300-level core courses listed below, six credits of additional course work from earth and atmospheric sciences courses numbered 300, 400, or 600, plus an additional course in either computer science or biological science or an intermediate-level course in biological science, mathematics, chemistry, or physics. In addition, a requirement for an advanced outdoor field experience may be met by completing one of the following four-credit options: (a) EAS 417 (Field Mapping in Argentina, 3 credits) and EAS 491 or 492 (based on field observations) for a combined four-credit minimum; (b) EAS 437 (Geophysical Field Methods, 3 credits) plus at least one credit of EAS 491 or 492 using geophysical techniques from EAS 437; (c) EAS 491–492 (Undergraduate Research, 2 credits each) with a significant component of field work; or (d) an approved outdoor field course taught by another college or university (4-credit minimum).

Core Courses

- EAS 326 Structural Geology
- EAS 355 Mineralogy
- EAS 356 Petrology and Geochemistry
- EAS 375 Sedimentology and Stratigraphy
- EAS 388 Geophysics and Geotectonics

Prospective majors should contact R. W. Kay as early as possible for advice in planning a program. Students majoring in geological sciences may attend the departmental seminars and take advantage of cruises, field trips, and conferences offered through the Department of Earth and Atmospheric Sciences.

Courses offered at the 100 and 200 level are open to all students. Certain 300- and 400-level courses in earth and atmospheric sciences may be of particular interest to students of chemistry, biology, and physics. Students are encouraged to inquire about courses that interest them at the department office in 2122 Snee Hall.

Honors. An honors program is offered by the Department of Earth and Atmospheric Sciences for superior students. Candidates for honors must maintain an overall 3.0 grade-point average, a cumulative average of 3.5 in the major, and complete an honors thesis (EAS 491 or 492). Students interested in applying should contact the director of undergraduate studies during the second semester of the junior year.

Courses

EAS 101 Introductory Geological Sciences (I)

Fall, spring, or summer. 3 credits. Fall, A. Moore; spring, J. M. Bird; summer, W. Brice.

Designed to enhance an appreciation of the physical world. Emphasizes natural environments, surface temperatures, and dynamic processes such as mountain belts, volcanoes, earthquakes, glaciers, and river systems. Interactions of the atmosphere, hydrosphere, biosphere, and lithosphere (earth system science). Water, mineral, and fuel resources; environmental concerns. Field trips in the Ithaca region.

EAS 102 Evolution of the Earth and Life (also BIO G 170) (I)

Spring. 3 credits. J. L. Cisne.

Course topics include: Earth systems and their evolution; Earth history's astronomical context; plate tectonics, continental drift, and their implications for climate and life; co-evolution of life and the atmosphere; precedents for ongoing global change; and dinosaurs, mass extinctions, and human ancestry. Includes laboratories on reconstructing geological history and mapping ancient geography. Fossil collecting on field trips.

EAS 104 The Sea: An Introduction to Oceanography (also BIOEE 154) (I)

Spring, summer. 3–4 credits (4 credits with lab section). Spring: C. H. Greene, W. M. White; summer: J. Chiment.

A survey of the physics, chemistry, geology, and biology of the oceans for both science and nonscience majors. Topics include: sea-floor spreading and plate tectonics, marine sedimentation, chemistry of seawater, ocean currents and circulation, the oceans and climate change, ocean ecology, coastal processes, marine pollution, and marine resources.

EAS 105 Writing on Rocks (Freshman Seminar)

Fall, spring. 3 credits. J. Chiment.

See Freshman Seminar Handbook for description.

EAS 106 Vertebrate Fossil Preparation

Fall, spring. 1 credit. Prerequisite: 1 introductory geology course or concurrent enrollment, class size is limited. J. Chiment.

A laboratory-oriented course that exposes students to techniques of vertebrate fossil preparation. Roughing-out and fine preparation of large specimens in solid matrix are covered, as well as screen washing and microscope techniques for the recovery of micro-vertebrate remains. Specialized scanning techniques are discussed.

The class meets for one hour each week for the first six weeks of the semester. Students are assigned to an individual or group project requiring two hours of participation each week for the remainder of the semester.

EAS 107 How the Earth Works

Fall. 1 credit. J. L. Cisne.

A user-friendly introduction to the workings and interactions of solid earth, ocean, atmosphere, and life as they relate to understanding ongoing global change.

EAS 109 Dinosaurs

Fall. 1 credit. J. L. Cisne.

An introductory survey course for anyone interested in dinosaurs. Lectures examine the fossil evidence and illustrate how various geological and biological disciplines contribute to understanding dinosaurs and their world.

EAS 111 To Know the Earth and Build a Habitable Planet (I)

Fall. 3 credits. J. M. Bird.

Acquaints the nonscientist with Earth. Course topics include: major features and how Earth has evolved; Earth system science and building a habitable planet; effects of human activity on geologic environments, mitigating environment damage, living with natural hazards; and mineral resource use in the twenty-first century and an environmentally sound fuel-minerals cycle.

EAS 122 Earthquake! (also ENGRI 122) (I)

Fall. 3 credits. L. D. Brown.

The science of natural hazards and strategic resources is explored. Techniques for locating and characterizing earthquakes and assessing the damage they cause; methods of using sound waves to image the earth's interior to search for strategic minerals; the historical importance of such resources. Seismic experiments on campus to probe for groundwater, the new critical environmental resource.

EAS 131 Basic Principles of Meteorology (I)

Fall. 3 credits. M. W. Wysocki.

A simplified treatment of the structure of the atmosphere: heat balance of the Earth; general and secondary circulations; air masses, fronts, and cyclones; and hurricanes, thunderstorms, tornadoes, and atmospheric condensation. In the laboratory, emphasis is on techniques of analysis of weather systems.

EAS 150 Introduction to Fortran Programming

Fall. 3 credits. M. W. Wysocki.

An introduction to the elements of computer programming using Fortran. Exercises involve mainly meteorological problems.

EAS 200 Art, Archaeology, and Analysis (also ARKEO 285, ART H 200, ENGRI 185, PHYS 200) (I or IV)

Spring. 3 credits. R. W. Kay.

An interdepartmental course on the use of techniques of science and engineering in cultural research. Applications of physical and physiological principles to the study of archaeological artifacts and works of art. Historical and technical aspects of artistic creation. Analyses by modern methods to deduce geographic origins and for exploration, dating, and authentication of cultural objects. Does not meet liberal studies distribution requirement for engineering.

EAS 201 Introduction to the Physics and Chemistry of the Earth (also ENGRD 201) (I)

Fall. 3 credits. Prerequisites: PHYS 112 or 207. L. M. Cathles.

Course topics include: formation of the solar system: accretion and evolution of the earth;

the rock cycle: radioactive isotopes and the geological time scale, plate tectonics, rock and minerals, earth dynamics, mantle plumes; the hydrologic cycle: runoff, floods and sedimentation, groundwater flow, and contaminant transport; and the weathering cycle: chemical cycles, CO_2 (weathering), rock cycle, controls on global temperature (CO_2 or ocean currents), oil, and mineral resources.

[EAS 203 Natural Hazards and the Science of Complexity (I)]

Fall. 3 credits. Prerequisites: 1 calculus course. Not offered 2001-2002.

D. L. Turcotte.

Studies of natural hazards; earthquakes, volcanic eruptions, floods, hurricanes, tornadoes, severe storms, wildfires, meteor impacts. Applications of the science of complexity to natural hazards: fractals, chaos, and self-organized criticality.]

EAS 210 Introduction to Field Methods in Geological Sciences (I)

Fall. 3 credits. 1 lecture, Saturday field trips. Prerequisites: EAS 101 (or 201) or permission of instructor.

R. W. Allmendinger.

Course covers the methods by which rocks are used as a geological database. Topics include field methods used in the construction of geological maps and cross sections; systematic description of stratigraphic sections. There are field and laboratory sessions on Saturdays until Thanksgiving. There is one additional lecture during most of these weeks. Course includes one weekend field trip to eastern New York.

EAS 212 Caribbean Field Trip

Spring. 2 credits. Prerequisite: permission of instructor. Enrollment limited to 15.

Approximate cost \$1,100. L. D. Brown.

A multidisciplinary look at earth science and environmental issues represented in the Yucatan Peninsula of Mexico. Base for operations is the Centro Ecologico Akumal, located on the Caribbean coast south of Cancun. This coast and its associated reef epitomizes the conflict between ecological preservation and economic development on an international scale. Excursions may include visits to Merida, a historic Spanish town which lies above the buried impact structure that many believe resulted in the death of the dinosaurs; ruins at Chichen Itza, Mayapan, Coba, and Tulum associated with the rise and fall of Mayan culture; and wildlife (monkeys, jaguars, crocodiles) preserves where recent geological studies have found evidence that the fall of the Mayans may have been triggered by climate change. The field trip features snorkel tours of reefs and lagoons as well as the cenotes (sinkholes) that characterize this classic karst landscape. Weekly lectures during the semester provide background; field trip scheduled for January.

EAS 213 Marine and Coastal Geology

Summer. 2 credits. Prerequisite: an introductory course in geology or permission of instructor. Staff.

A special one-week course offered at Cornell's Shoals Marine Laboratory (SML) on an island near Portsmouth, New Hampshire. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost for 2002 (including tuition, room, board, and ferry transportation) is \$1,100.

EAS 250 Meteorological Observations and Instruments

Spring. 3 credits. Lab fee \$50.

M. W. Wysocki.

Methods and principles of meteorological measurements and observations including surface, free-air, and remote systems. Topics include: instrument siting, mounting, and protection; instrument response characteristics, calibration, and standardization; and recorders and data logging systems. Includes laboratory exercises in observation and data analysis. Intended to serve as preparation for Observers Examination.

EAS 260 Soil Science (also CSS 260) (I)

Fall. 4 credits. S-U grades optional.

S. J. Riha.

Designed for students interested in a comprehensive introduction to soil science from both an environmental and plant management perspective, this course is divided into three units. A unit on soil information introduces students to soil characterization, testing, mapping, classification, GIS, and land evaluation. A soil management unit addresses fertility, pest management, water, and microclimate, as well as erosion, conservation, pollution, and soil health. The unit on the role of soils in ecosystems considers topics such as biodiversity, soils as sinks and sources of greenhouse gases, and the impact of soils on land use. Labs are initially field-oriented with an emphasis on learning practical skills needed to evaluate and manage soils. Subsequent labs focus on accessing, interpreting, and applying soil information.

EAS 296 Forecast Competition

Fall and spring. 1 credit. S-U grades only.

Prerequisites: sophomore undergraduate standing in atmospheric science or permission of instructor. D. S. Wilks.

This two-semester course provides daily exercise in probabilistic weather forecasting, in which students compete to forecast local weather most skillfully. Enroll for two consecutive semesters, with credit awarded after the second semester. May be repeated for credit.

EAS 302 Evolution of the Earth System (I)

Spring. 4 credits. Prerequisites: MATH 112 or 192 and CHEM 207 or equivalent.

W. M. White, W. D. Allmon, and B. L. Isaacs.

Course covers the co-evolution of life and the earth system: Earth's early history; plate tectonics, continental drift, and climate changes during the past billion years; mountain building, ice ages, and our own emergence during the past ten million years. Serves as an introduction to methods of interpreting information preserved in the rock record.

EAS 315 Geomorphology (I)

Fall. 4 credits. Prerequisite: a 3-credit EAS course. T. E. Jordan and B. L. Isaacs.

A study of the processes that sculpt the Earth's landscapes (above and below sea level) and the nature of those landforms. Landforms constructed by Earth's internal processes are the point of departure as we examine their modification by physical interaction with the atmosphere and oceans. Also treated are depositional landforms that are generated by accumulations of grains or sediment. Laboratory exercises include both field examination of landforms of the Finger Lakes

area and computer analysis of satellite images and Digital Elevation Models of examples from around the globe. Includes two Saturday field trips.

EAS 321 Introduction to Biogeochemistry (also NTRES 321) (I)

Fall. 4 credits. Prerequisites: CHEM 207, MATH 112, plus a course in biology and/or geology. L. A. Derry, J. Yavitt.

Control and function of the Earth's global biogeochemical cycles. The course begins with a review of the basic inorganic and organic chemistry of biologically significant elements, and then considers the biogeochemical cycling of carbon, nutrients, and metals that take place in soil, sediments, rivers, and the oceans. Topics include weathering, acid-base chemistry, biological redox processes, nutrient cycling, trace gas fluxes, bio-active metals, the use of isotopic tracers, and mathematical models. Interactions between global biogeochemical cycles and other components of the Earth system are discussed.

EAS 326 Structural Geology (I)

Spring. 4 credits. Prerequisite: MATH 112, EAS 101 or 201, or permission of instructor. R. W. Allmendinger.

Nature and origin of deformed rocks at microscopic to macroscopic scales, with emphasis on structural geometry and kinematics. Topics include stress, strain, rheology, deformation mechanisms, minor structures, faulting, folding, and structural families.

EAS 331 Climate Dynamics (also ASTRO 331) (I)

Fall. 4 credits. Prerequisites: MATH 112 or 192 or equivalent. K. H. Cook, P. J. Gierasch.

Processes that determine climate and contribute to its change are discussed, including atmospheric radiation, ocean circulation, and atmospheric dynamics. Contemporary climate change issues are investigated and discussed in the context of natural variability of the system.

EAS 334 Microclimatology (I)

Spring. 3 credits. Prerequisite: a course in physics. Offered alternate years. D. S. Wilks.

Considers the relationships of radiant energy, temperature, wind, and moisture in the atmosphere near the ground. The interplay between physical processes of the atmosphere, plant canopies, and soil is examined with emphasis on the energy balance.

EAS 341 Atmospheric Thermodynamics and Hydrostatics (I)

Fall. 3 credits. Prerequisites: 1 year of calculus and 1 semester of physics. M. W. Wysocki.

Introduction to the thermodynamics and hydrostatics of the atmosphere and to the methods of description and quantitative analysis used in meteorology. Topics covered include thermodynamic processes of dry air, water vapor, and moist air and concepts of hydrostatics and stability.

EAS 342 Atmospheric Dynamics (I)

Spring. 3 credits. Prerequisites: 1 year each of calculus and physics. K. H. Cook and P. J. Gierasch.

Introduction to atmospheric dynamics and to the methods of description and quantitative analysis used in meteorology. Topics

considered include equations of atmospheric motion, motion in the free atmosphere, vertical variations of wind and pressure fields, mathematical representation and characteristics of fronts, mechanisms of pressure change, concepts of circulation and vorticity, and effects of friction on atmospheric motion.

EAS 352 Synoptic Meteorology (I)

Spring. 3 credits. Prerequisites: EAS 341 and concurrent enrollment in EAS 342.

M. W. Wysocki.

Weather map analysis and forecasting techniques are studied by applying the principles of fluid and heat flow. This course strengthens previously introduced meteorological concepts which are applied to forecasting midlatitude synoptic scale weather systems, such as cyclones, anticyclones, jet streams, fronts, and waves.

EAS 355 Mineralogy (I)

Fall. 4 credits. Prerequisites: EAS 101 or 201 and CHEM 207 or permission of instructor. S. Mahlburg Kay.

The course covers chemical and physical properties and identification of minerals with emphasis on the rock forming minerals that are the principal constituents of the Earth and other planets. Topics include internal and external crystallography, crystal chemistry, introductions to x-ray crystallography and optical mineralogy, and a systematic examination of the structures, chemistry, and occurrence of the rock forming minerals. Independent project includes use of electron microprobe and x-ray facilities.

EAS 356 Petrology and Geochemistry (I)

Spring. 4 credits. Prerequisite: EAS 355. R. W. Kay.

Principles of phase equilibrium as applied to igneous and metamorphic systems. Description, classification, chemistry, origin, regional distribution, and dating of igneous and metamorphic rocks. Geochemical distribution of trace elements and isotopes in igneous and metamorphic systems. The petrological evolution of the planets.

EAS 375 Sedimentology and Stratigraphy (I)

Fall. 4 credits. Prerequisite: EAS 101 or 201. J. L. Cisne.

Course covers: the formation of sedimentary rocks; depositional processes and environments; correlation of strata in relation to time and environment; petrology of sandstone and limestone; geological age determination; reconstruction of paleogeography and interpretation of earth history from stratigraphic evidence; and organization of strata in stratigraphic sequences.

EAS 388 Geophysics and Geotectonics (I)

Spring. 4 credits. Prerequisites: MATH 192 (or 112) and PHYS 208 or 213. B. L. Isacks.

Covers global tectonics and the deep structure of the solid earth as revealed by investigations of earthquakes, earthquake waves, the earth's gravitational and magnetic fields, and heat flow.

EAS 417 Field Mapping in Argentina (I)

Summer. 3 credits. Prerequisites: EAS 210 and 326; Spanish desirable, but not required. S. Mahlburg Kay.

Covers modern techniques of geological mapping applied in the region of San Juan, Argentina, including folded and faulted

sedimentary rock units of the Andean Precordillera (San Juan River section), intensely deformed Precambrian metamorphic rocks of the Pampean Ranges (Pie de Palo), and shallow-level silicic intrusives (Cerro Blanco-Ullun).

EAS 434 Reflection Seismology (I)

Spring. 4 credits. Prerequisites: MATH 192 and PHYS 208, 213, or equivalent.

L. D. Brown.

Fundamentals of subsurface imaging by multichannel seismic reflection techniques as used in oil exploration and geohydrological investigations. Covers survey design, acquisition, analysis, processing, and interpretation in both 2-D and 3-D. Includes discussion of related techniques such as seismic refraction analysis, tomographic inversion, vertical seismic profiling, shear wave exploration, and ground penetrating radar. Lab is keyed to state-of-the-art seismic processing, modeling and interpretation software from LandMark.

EAS 435 Statistical Methods in Meteorology and Climatology (I)

Fall. 3 credits. Prerequisites: an introductory course in statistics (e.g., AEM 210) and calculus. D. S. Wilks.

Covers: statistical methods used in climatology, operational weather forecasting, and selected meteorological research applications; some statistical characteristics of meteorological data, including probability distributions and correlation structures; operational forecasts derived from multiple regression models, including the MOS system; forecast verification techniques and scoring rules; and time series analysis, EOFs, and other research topics as time permits.

EAS 437 Geophysical Field Methods (I)

Fall. 3 credits. Prerequisite: PHYS 213 or 208, or permission of instructor.

L. D. Brown.

Introduction to field methods of geophysical exploration, especially as applied to environmental issues. Emphasis is on seismic, ground penetrating radar, gravity, and magnetic techniques. Field surveys carried out at the beginning of the semester are analyzed and interpreted.

EAS 447 Physical Meteorology (I)

Fall. 3 credits. Prerequisites: 1 year each of calculus and physics. Offered alternate years. A. T. DeGaetano.

Primarily a survey of natural phenomena of the atmosphere, with emphasis on their underlying physical principles. Topics include composition and structure of the atmosphere, atmospheric optics, acoustics and electricity, solar and terrestrial radiation, and principles of radar probing of the atmosphere.

EAS 451 Synoptic Meteorology II (I)

Fall. 3 credits. Prerequisites: EAS 341 and 342. S. J. Colucci.

Structure and dynamics of large-scale, mid-latitude weather systems, such as cyclones, anticyclones, and waves, with consideration of processes that contribute to temperature changes and precipitation are covered. Laboratory sessions involve real-time weather forecasting and the computer application of a numerical model of the atmosphere to study selected large-scale, mid-latitude weather events.

[EAS 453 Advanced Petrology (I)]

Fall. 3 credits. Prerequisite: EAS 356.

Offered alternate years. Not offered 2001–2002. R. W. Kay.

Course topics include: magmas and metamorphism in the context of plate tectonics; major and trace element chemistry and phase petrology as monitors of the creation and modification of igneous rocks; and temperature and stress in the crust and mantle and their influence on reaction rates and textures of metamorphic rocks. Application of experimental studies to natural systems.]

EAS 454 Advanced Mineralogy (I)

Spring. 3 credits. Prerequisite: EAS 355 or permission of instructor. Offered alternate years. S. Mahlburg Kay.

Course covers: crystallography and crystal chemistry of minerals and the methods of their study. Includes X-ray diffraction, optical methods, computer simulation of crystal structures. Emphasis is on effects of high pressures and temperatures with implications for understanding the Earth's interior.

EAS 455 Geochemistry (I)

Fall. 4 credits. Prerequisites: CHEM 207 and MATH 192 or equivalent. Recommended: EAS 356. Offered alternate years. W. M. White.

Looks at the Earth from a chemical perspective. Covers: the formation of the elements; cosmochemistry; chemical evidence regarding the formation of the Earth and solar system; trace-element geochemistry; isotope geochemistry; geochemical thermodynamics and kinetics; chemical evolution of the crust, mantle, and core; weathering and the chemistry of natural waters; chemistry of rivers and the oceans; hydrothermal systems and ore deposition.

EAS 456 Mesoscale Meteorology (I)

Spring. 3 credits. Prerequisites: EAS 341 and 342 or permission of instructor.

Offered alternate years. S. J. Colucci.

Covers the structure and dynamics of mid-latitude mesoscale weather systems such as fronts, jets, squall lines, convective complexes, precipitation bands, downslope windstorms, mountain breezes, sea breeze circulations, and lake effect snowstorms.

[EAS 457 Atmospheric Air Pollution (I)]

Fall. 3 credits. Prerequisites: EAS 341 or 1 course in thermodynamics, and 1 semester of chemistry, or permission of instructor.

Offered alternate years; not offered 2001–2002. M. W. Wysocki.

Course examines sources, effects, transport, measurement, and controls of air pollution. The basic principles in each area are discussed with an emphasis on their local, regional, and global impacts.]

EAS 458 Volcanology (I)

Spring. 3 credits. Corequisite: EAS 356 or equivalent. Offered alternate years.

R. W. Kay and W. M. White.

Considers the causes of volcanism, melting in the Earth, and the origin of magmas. Topics include: physical volcanology, nature and types of volcanic eruptions and associated deposits, eruption mechanisms; volcanic plumbing systems, magma chamber processes, evolution of magma; volcanism and impact phenomena in the solar system; volcanic hazard assessment and volcano monitoring; and ore deposits associated with volcanism.

[EAS 462 Marine Ecology (also BIOEE 462) (I)]

Spring. 3 credits. Limited to 75 students. Prerequisite: BIOEE 261. Offered alternate years. Not offered 2001-2002. C. D. Harvell, C. H. Greene.

Lectures and discussion focus on current research in broad areas of marine ecology with an emphasis on processes unique to marine systems. A synthetic treatment of multiple levels of organization in marine systems including organismal, population, community, ecosystems, and evolutionary biology. Examples are drawn from all types of marine habitats including polar seas, temperate coastal waters, and tropical coral reefs.]

EAS 475 Special Topics in Oceanography

Spring, summer. 2-5 var. credits. Prerequisites: EAS 104 or BIOEE 154, and permission of instructor. C. H. Greene.

Undergraduate instruction and participation in advanced areas of oceanographic research. Topics change from term to term. Contact instructor for further information.

[EAS 476 Sedimentary Basins: Tectonics and Mechanics (I)]

Fall. 3 credits. Prerequisite: EAS 375 or permission of instructor. Offered alternate years. Not offered 2001-2002. T. E. Jordan.

Covers subsidence of sedimentary basins from the point of view of plate tectonics and geomechanics. Topics include: interactions of subsidence, sediment supply, and environmental characteristics in development of stratigraphic sequences; stratigraphic characteristics of active-margin, passive-margin, and cratonic basins; and geophysical and stratigraphic modeling; sequence stratigraphy. Modern and ancient examples are used.]

EAS 478 Advanced Stratigraphy (I)

Fall. 3 credits. Prerequisite: EAS 375 or permission of instructor. Offered alternate years. T. E. Jordan.

Modern improvements on traditional methods of the study of ages and genetic relations among sedimentary rocks, emphasizing 3-D relationships. Techniques and applications of sequence stratigraphy at scales ranging from beds to entire basins. Physical correlation, dating techniques, and time resolution in sedimentary rocks. Physical controls on the stratigraphic record. Numerical modeling.

EAS 479 Paleobiology (also BIOEE 479) (I)

Fall. 4 credits. Prerequisites: 1 year of introductory biology for majors and either BIOEE 274, 373, EAS 375, or permission of instructor. W. Allmon.

A survey of the major groups of organisms and their evolutionary histories. Intended to fill out the biological backgrounds of earth and atmospheric sciences students concerning the nature and significance of the fossil record for their respective studies.

EAS 481 Senior Survey of Earth Systems (I)

Fall. 3 credits. Limited to seniors majoring in geological science. J. M. Bird.

Survey course that integrates undergraduate course work, intended to enhance overall understanding of geological sciences. Emphasis on current models of earth's dynamic systems (e.g., global climate change; mantle evolution). Includes guest lecturers; synthesis and review literature; scientific

literature readings; discussions; student presentations.

[EAS 483 Environmental Biophysics (also CSS 483) (I)]

Spring. 3 credits. Prerequisites: EAS/CSS 260 or equivalent, or permission of instructor. Offered alternate years. Not offered 2001-2002. S. J. Riha.

Introduction to basic principles of energy and mass transfer and storage in soil-plant systems. Topics include: energy budgets, soil heat flow, water movement in saturated and unsaturated soils, evapotranspiration, water, gas, and nutrient dynamics in the soil-plant-atmosphere continuum. Applications to agronomic and environmental problems and instrument design and use are considered through discussion and problem sets.]

EAS 491-492 Undergraduate Research

Fall, spring. 1-4 credits. Staff. (R. W. Kay, coordinator.)

Introduction to the techniques and philosophy of research in the earth sciences and an opportunity for undergraduates to participate in current staff research projects. Topics chosen in consultation with, and guided by, a staff member. A short written report is required, and outstanding projects are prepared for publication.

EAS 496 Internship experience

Fall or spring. 1-2 credits. S-U grades only.

EAS 497 Individual Study in Atmospheric Science

Fall or spring. 1-6 credits. S-U grades optional. Students must register with an Independent Study form.

Topics are arranged at the beginning of the term for individual study or for group discussions.

EAS 498 Teaching Experience in Atmospheric Science

Fall or spring. 1-5 credits. S-U grades optional. Students must register with an Independent Study form.

Teaching experience is obtained by assisting in the instruction of an atmospheric science course.

EAS 499 Undergraduate Research in Atmospheric Science

Fall or spring. Credit by arrangement. Students must register with an Independent Study form.

Independent research on current problems in atmospheric science.

EAS 500 Design Project in Geohydrology

Fall, spring. 3-12 credits. An alternative to an industrial project for M.Eng. students choosing the geohydrology option. May continue over 2 or more semesters. L. M. Cathles.

The project may address one of the many aspects of groundwater flow and contamination and must involve a significant geological component and lead to concrete recommendations or conclusions of an engineering nature. Results are presented orally and in a professional report.

EAS 502 Case Histories in Groundwater Analysis

Spring. 4 credits. L. M. Cathles.

Groundwater flow in a specific area, such as a proposed nuclear-waste disposal site, is analyzed in depth. Geological and resource data on the area are presented early in the course. Then the material is analyzed by

students working as an engineering analysis team. Each student makes a weekly progress report and writes part of a final report. Results are presented in a half-day seminar at the end of term.

EAS 622 Advanced Structural Geology I

Spring. 3 credits. Prerequisites: EAS 326 and permission of instructor. Offered alternate years. R. W. Allmendinger. Stress-strain theory and application. Advanced techniques of structural analysis. Topics include finite and incremental strain measurement; microstructure, preferred orientation, and TEM analysis; pressure solution and cleavage development; and experimental deformation. Applications to deformation of unconsolidated sediments, brittle and brittle-ductile deformation of supracrustal strata, and ductile deformation of high-grade metamorphic rocks. Kinematic analysis of shear zones and folds in these regimes.

[EAS 624 Advanced Structural Geology II]

Spring. 3 credits. Prerequisites: EAS 326 and permission of instructor. Offered alternate years. Not offered 2001-2002.

R. W. Allmendinger. Geometry, kinematics, and mechanics of structural provinces. Concentration on thrust belts, rift provinces, or strike-slip provinces. Techniques of balanced cross sections.]

EAS 628 Geology of Orogenic Belts

Spring. 3 credits. Prerequisite: permission of instructor. J. M. Bird.

A seminar course in which students study specific geologic topics of an orogenic belt selected for study during the term. The course is intended to complement EAS 681.

[EAS 634 Advanced Geophysics I: Fractals and Chaos in Geology and Geophysics]

Spring. 3 credits. Prerequisite: EAS 388 or permission of instructor. Offered alternate years. Next offered 2002-2003. D. L. Turcotte.

Topics include: definitions of fractal sets and statistical fractals, scale invariance, self-affine fractals, multifractals, applications to fragmentation, seismicity and tectonics, petroleum distribution and reserves, ore grade and tonnage, drainage networks and landforms, and floods and droughts. Definitions of chaos and self-organized criticality, renormalization groups, diffusion limited aggregation and percolation clusters, wavelet transforms, applications to mantle convection, the earth's dynamo, and distributed seismicity.]

EAS 635 Advanced Statistical Meteorology and Climatology

Fall. 3 credits. Prerequisites: coursework in or elementary knowledge of statistics, calculus, matrix algebra, and computer programming. D. S. Wilks.

Lectures and topics concurrent with EAS 435, plus an extra 40-minute session per week in which selected topics from EAS 435 are treated in more depth and additional topics are covered which may vary from year to year according to student interest. Term project required. Not open to students who have taken EAS 435 for credit.

[EAS 636 Advanced Geophysics II: Quantitative Geodynamics]

Spring. 3 credits. Prerequisite: EAS 388 or permission of instructor. Offered alternate years. Next offered 2003-2004. D. L. Turcotte.

Stress and strain in the earth, elasticity and flexure, heat transfer, gravity, fluid mechanics, rock rheology, faulting, chemical geodynamics, flow in porous media.]

[EAS 641 Analysis of Biogeochemical Systems]

Spring. 3 credits. Prerequisite: MATH 293 or permission of instructor. Offered alternate years. Not offered 2001–2002.

L. A. Derry.

Dynamics of biogeochemical systems. Kinetic treatment of biogeochemical cycles. Box models, residence time, response time. Analytical and numerical solutions of model systems. Eigen-analysis of linear systems. Feedback and nonlinear cases, problems of uncertainties in natural systems. Modeling software such as Stella II and Matlab; applications to current research of participants or from recent literature.]

[EAS 651 Atmospheric Physics (also ASTRO 651)]

Fall. 3 credits. Prerequisite: a good background in undergraduate calculus and physics is required. Offered alternate years. Not offered 2001–2002. K. H. Cook, P. J. Gierasch, S. J. Colucci.

A survey of the fundamental physical processes in atmospheres. Topics include thermodynamics of atmospheric gases, moist effects, hydrostatics, convective instability, atmospheric radiation and radiative heating, radiative-convective equilibrium, clouds, cloud microphysics, and precipitation processes. Thermal structure and greenhouse effects on the Earth and other planets are discussed. The course is taught at the level of *Fundamentals of Atmospheric Physics* by Salby.]

[EAS 652 Advanced Atmospheric Dynamics (also ASTRO 652)]

Spring. 3 credits. Prerequisites: EAS 341 and 342 or permission of instructor. Offered alternate years. Not offered 2001–2002. S. J. Colucci, K. H. Cook, P. J. Gierasch.

Course topics include: quasigeostrophic theory, atmospheric waves, hydrodynamic instability, the general circulation of the atmosphere, and topics selected from among numerical weather prediction and tropical, mesoscale, and middle atmosphere processes according to student interest.]

EAS 656 Isotope Geochemistry

Spring. 3 credits. Open to undergraduates. Prerequisite: EAS 455 or permission of instructor. Offered alternate years. W. M. White.

Course topics include: nucleosynthetic processes and the isotopic abundances of the elements; geochronology and cosmochronology using radioactive decay schemes, including U-Pb, Rb-Sr, Sm-Nd, K-Ar, U-series isotopes, and cosmogenic isotopes such as ^{14}C and ^{36}Cl ; use of radiogenic and stable isotopes in petrology and their application to study of the evolution of the crust and mantle; isotopic evidence regarding the formation of the Earth and the solar system; and stable isotopes and their use in geothermometry, ore petrogenesis, paleontology, and the global climate system.

EAS 675 Modeling the Soil-Plant-Atmosphere System (also CSS 675)

Spring. 3 credits. Prerequisites: EAS/CSS 483 or equivalent. Offered alternate years. S. J. Riha.

Introduction to the structure and use of soil-plant-atmosphere models. Topics covered

include modeling plant physiology, morphology, and development; potential crop production and crop production limited by moisture and nutrient availability; plant-plant competition; and land surface processes as well as model data requirements, validation, and scale. Use of soil-plant-atmosphere models for teaching, research, extension, and policy formation is discussed.

EAS 692 Special Topics in Atmospheric Science

Fall or spring. 1–6 credits. S-U grades optional.

Study of topics in atmospheric science that are more specialized or different from other courses. Special topics covered depend on staff and student interests.

EAS 695 Computer Methods in Geological Sciences

Fall, spring. 3 credits. L. Brown, B. L. Isacks.

Independent research projects using state-of-the-art computational resources in the Department of Earth and Atmospheric Sciences. Possibilities include image and seismic processing, seismic and geomechanical modeling, GIS, use of interpretational workshops for 3-D seismic and satellite imagery, modeling fluid flow through complex media.

EAS 700–799 Seminars and Special Work

Fall, spring. 1–3 credits. Prerequisite: permission of instructor. Staff.

Advanced work on original investigations in earth and atmospheric sciences. Topics change from term to term. Contact appropriate professor for more information.

EAS 722 Advanced Topics in Structural Geology

R. W. Allmendinger.

EAS 731 Plate Tectonics and Geology

J. M. Bird.

[EAS 733 Fractals and Chaos—Independent Studies]

Not offered 2001–2002. D. L. Turcotte.]

EAS 751 Petrology and Geochemistry

R. W. Kay.

EAS 755 Advanced Topics in Petrology and Tectonics

J. M. Bird.

EAS 757 Current Research in Petrology and Geochemistry

S. Mahlburg Kay.

EAS 762 Advanced Topics in Paleobiology

W. D. Allmon.

EAS 771 Advanced Topics in Sedimentology and Stratigraphy

T. E. Jordan.

EAS 773 Paleobiology

J. L. Cisne.

EAS 775 Advanced Topics in Oceanography

Spring. C. H. Greene.

EAS 780 Earthquake Record Reading

Fall. M. Barazangi.

EAS 781 Geophysics, Exploration Seismology

L. D. Brown.

EAS 783 Advanced Topics in Geophysics

B. L. Isacks.

EAS 789 Lithospheric Seismology Seminar

L. D. Brown.

EAS 793 Andes-Himalayas Seminar

S. Mahlburg Kay, R. W. Allmendinger, B. L. Isacks, T. E. Jordan.

EAS 795 Low Temperature Geochemistry

Spring. L. A. Derry.

EAS 796 Geochemistry of the Solid Earth

W. M. White.

EAS 797 Fluid-Rock Interactions

L. M. Cathles.

EAS 799 Soil, Water, and Geology Seminar

L. M. Cathles, T. S. Steenhuis.

EAS 850 Master's-Level Thesis Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades only. Hours by arrangement. Graduate faculty.

Limited to students specifically in the master's program in atmospheric science.

EAS 950 Graduate-Level Dissertation Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades optional. Hours by arrangement. Graduate faculty.

Limited to students in the atmospheric science Ph.D. program *only before* the "A" exam has been passed.

EAS 951 Doctoral-Level Dissertation Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades optional. Hours by arrangement. Graduate faculty.

Limited to students admitted to candidacy in the atmospheric science Ph.D. program *after* the "A" exam has been passed.

ECONOMICS

T. Mitra, chair; R. Masson, graduate field representative; G. Staller, director of undergraduate studies; K. Basu, L. Blume, R. Burkhauser, S. Coate, T. E. Davis, D. Easley, R. Ehrenberg, G. Fields, R. Frank, G. Hay, Y. Hong, R. Kanbur, N. Kiefer, T. Lyons, P. D. McClelland, M. Majumdar, O. Melnikov, T. O'Donoghue, S. Ortigueira, K. Park, U. Possen, A. Razin, R. E. Schuler, K. Shell, S. Subramanian, M. Urquiola, T. Vogelsang, H. Y. Wan, Jr., Y. Wen, J. Wissink. Emeritus: W. Isard, A. Kahn, E. Thorbecke, J. Vanek

The study of economics provides an understanding of the way economies operate and an insight into public issues. The department offers a broad range of undergraduate courses in such fields as money and banking; international and comparative economics; econometrics; theory; history; growth and development; and the organization, performance, and control of industry.

Social Science Distribution Requirement

The microeconomics distribution requirement can be fulfilled with any of the following:

ECON 101, ECON 301, or ECON 313.

The macroeconomics distribution requirement can be satisfied with any of the following:

ECON 102, ECON 302, or ECON 314.

The Major Prerequisites

ECON 101 and 102 and MATH 111 (or equivalents, with approval of the director of undergraduate studies), all with grades of C or better.

ECON 301 with a grade of C or better substitutes for 101; ECON 302 with a grade of C or better substitutes for 102.

Requirements

Eight courses listed by the Department of Economics at the 300 level or above, or approved by the student's major adviser, all with grades of C- or better. (S-U grade option is not allowed.)

These eight courses must include:

- (1) ECON 313 and 314
- (2) ECON 321, or ECON 319 and 320
- (3) at least three courses from the following: 318, 320, 322-99, 467

ECON 301 with a grade of B or better substitutes for both 101 and 313; ECON 302 with a grade of B or better substitutes for both 102 and 314.

If ECON 321 is applied toward the major, neither 319 nor 320 can be applied.

ECON 498 and 499 *cannot* be counted toward the eight-course requirement.

If ECON 313 is applied to the major, ECON 301 cannot be.

If ECON 314 is applied to the major, ECON 302 cannot be.

An honors program is currently being offered. Students should consult the director of undergraduate studies before May of their junior year for more information.

Students planning graduate work in Economics should select ECON 319-320 rather than 321 and should consider including some of the following courses in their majors:

ECON 317-318, Mathematical Economics

ECON 416, Intertemporal Economics

ECON 419, Economic Decisions under Uncertainty

ECON 445-446, Topics in Microeconomic and Macroeconomic Analysis

ECON 467, Game Theory.

Students planning careers in business management should consider including some of the following courses in their majors:

ECON 333, Financial Economics

ECON 351 or 352, Industrial Organization

ECON 361-362, International Trade and Finance

ECON 440-41, Analysis of Agricultural Markets and Commodity Futures Markets.

ECON 443, Personnel Economics for Managers

In addition to completing the Economics major, such students should also consider courses in accounting and subjects such as finance, marketing, entrepreneurship, business

administration, and business law. Courses in these subjects are offered by the Department of Applied Economics and Management; the School of Hotel Administration; and the Johnson Graduate School of Management.

Students planning to attend Law School should consider including some of the following courses in their majors:

ECON 351 or 352, Industrial Organization

ECON 361-362, International Trade and Finance

ECON 404, Economics and the Law.

In addition to completing the Economics major, such students should inquire at Career Services, College of Arts and Sciences, concerning recommended courses offered by other departments.

Courses

ECON 101 Introductory Microeconomics (III)

Fall, spring, winter, and summer. 3 credits.

ECON 101 is not a prerequisite for 102.

Explanation and evaluation of how the price system operates in determining what goods are produced, how goods are produced, who receives income, and how the price system is modified and influenced by private organizations and government policy.

ECON 102 Introductory Macroeconomics (III)

Fall, spring, winter, and summer. 3 credits.

ECON 101 is not a prerequisite for 102.

Analysis of aggregate economic activity in relation to the level, stability, and growth of national income. Topics discussed may include the determination and effects of unemployment, inflation, balance of payments, deficits, and economic development, and how these may be influenced by monetary, fiscal, and other policies.

ECON 230 International Trade and Finance (III)

For description, see AEM 230.

ECON 301 Microeconomics (III)

Fall. 4 credits. Prerequisite: calculus.

Intended for students with strong analytical skills who have not taken ECON 101, 102. Can be used to replace both ECON 101 and 313. (Can replace 313 only with grade of B or better.) This course covers the topics taught in ECON 101 and 313. An introduction to the theory of consumer and producer behavior and to the functioning of the price system.

ECON 302 Macroeconomics (III)

Spring. 4 credits. Prerequisite: ECON 301.

Intended for students with strong analytical skills who have not taken ECON 101, 102. Can be used to replace both ECON 102 and 314. This course covers the topics taught in ECON 102 and 314. (Can replace 314 only with grade of B or better.) An introduction to the theory of national income determination, unemployment, growth, and inflation.

ECON 307 Introduction to Peace Science (also CRP 495.18) (III)

Winter session. 4 credits. Prerequisites:

ECON 101-102 or permission of instructor. Introduction to the theories of and research on conflict resolution. Topics include conflict, its role and impact on society; theories of aggression and altruism; causes of war; game theory; conflict management procedures and

other analytical tools and methods of peace science; and alternatives to war.

ECON 313 Intermediate Microeconomic Theory (III)

Fall, spring, and summer. 4 credits.

Prerequisites: ECON 101-102 and calculus.

The pricing processes in a private enterprise economy are analyzed under varying competitive conditions, and their role in the allocation of resources and the functional distribution of national income is considered.

ECON 314 Intermediate Macroeconomic Theory (III)

Fall, spring, and summer. 4 credits.

Prerequisites: ECON 101-102 and calculus.

The theory of national income and determination and economic growth in alternative models of the national economy is introduced. The interaction and relation of these models to empirical aggregate economic data is examined.

ECON 319 Introduction to Statistics and Probability (II)

Fall. 4 credits. Prerequisites: ECON 101-102 and MATH 111-112.

This course provides an introduction to statistical inference and to principles of probability. It includes descriptive statistics, principles of probability, discrete and continuous distributions, and hypothesis testing (of sample means, proportions, variance). Regression analysis and correlation are introduced.

ECON 320 Introduction to Econometrics (II)

Fall. 4 credits. Prerequisites: ECON 101-102, 319, or equivalent.

Introduction to the theory and application of econometric techniques. How econometric models are formulated, estimated, used to test hypotheses, and used to forecast; understanding economists' results in studies using regression model, multiple regression model, and introduction to simultaneous equation models.

ECON 321 Applied Econometrics (II)

Fall and spring. 4 credits. Prerequisites:

ECON 101-102 and calculus.

This course provides an introduction to statistical methods and principles of probability. Topics covered include analysis of data, probability concepts and distributions, estimation and hypothesis testing, regression, correlation and time series analysis. Applications from economics are used to illustrate the methods covered in the course.

ECON 322 World Economic History # (III)

Spring. 4 credits. Prerequisites: ECON 101 and 102 or the equivalent.

An economist's perspective on the comparative evolution of selected economic and social institutions, with emphasis on trade, finance, population growth and technological change.

ECON 323 American Economic History # (III)

Fall. 4 credits. Prerequisites: ECON 101-102 or equivalent.

Problems in American economic history from the first settlements to early industrialization are surveyed.

ECON 324 American Economic History # (III)

Spring. 4 credits. Prerequisites: ECON 101-102 or equivalent.

A survey of problems in American economic history from the Civil War to World War I.

ECON 331 Money and Credit (III)

Fall. 4 credits. Prerequisites: ECON 101-102 and 314.

A systematic treatment of the determinants of the money supply and the volume of credit. Economic analysis of credit markets and financial institutions in the United States.

ECON 333 Financial Economics (III)

Spring. 4 credits. Prerequisites: ECON 313 and 314.

The theory and decision making in the presence of uncertainty and the practical aspects of particular asset markets are examined.

ECON 335 Public Finance: The Microeconomics of Government (III)

Fall. 4 credits. Prerequisites: ECON 101-102 and 313, or their equivalent, and one semester of calculus.

The role of government in a free market economy is analyzed. Topics covered include public goods, market failures, allocation mechanisms, optimal taxation, effects of taxation, and benefit-cost analysis. Current topics of an applied nature vary from term to term.

ECON 336 Public Finance: Resource Allocation and Fiscal Policy (III)

Spring. 4 credits. Prerequisites: ECON 101-102, 313 or their equivalent and 1 semester of calculus.

This course covers the revenue side of public finance and special topics. Subjects covered include the federal debt, the budget, and government regulation and transfers, as well as problems like local public goods, health care, education, the hierarchy of governmental structure, plus a variety of applied problems.

ECON 341 Labor Economics (III)

For description, see ILRLE 240.

ECON 351 Industrial Organization I (III)

Fall. 4 credits. Prerequisite: ECON 313 or its equivalent.

This course examines markets with only a few firms (i.e., oligopolies), and the primary focus is the strategic interactions between firms. Topics include static competition in oligopolies, cartels and other forms of collusive behavior, competition between firms producing differentiated products, entry behavior, R&D behavior, and government interventions in oligopoly industries (e.g., antitrust laws).

ECON 352 Industrial Organization II (III)

Spring. 4 credits. Prerequisite: ECON 313 or its equivalent.

This course primarily focuses on the pricing decisions of firms. The course does not consider the strategic response of other firms to these pricing decisions. The pricing decisions include price discrimination, commodity bundling, pricing a product line and pricing a durable good. In addition to pricing decisions, the course considers topics associated with private information such as adverse selection, signaling, and moral hazard. Numerous theoretical models are presented and empirical results are discussed.

ECON 361 International Trade Theory and Policy (III)

Fall. 4 credits. Prerequisites: ECON 101-102 and 313.

This course surveys the sources of comparative advantage. It studies commercial policy and analyzes the welfare economics of trade between countries. Some attention is paid to the institutional aspects of the world trading system.

ECON 362 International Monetary Theory and Policy (III)

Spring and summer. 4 credits. Prerequisites: ECON 101-102 and 314.

This course surveys the determination of exchange rates and theories of balance of payments adjustments. It also explores open economy macroeconomics, and it analyzes some of the institutional details of foreign exchange markets, balance of payments accounting, and the international monetary system.

ECON 367 Game Theoretic Methods (III)

Fall, spring. 4 credits. Prerequisites: ECON 101 or equivalent.

This course introduces students to the use of game-theoretic methods for the social sciences. This leads to an analysis of the social and political foundations of economics which prepares students to think strategically on social and economic matters and thus serve as a background for more advanced courses in economics, game theory, and related social sciences.

ECON 371 Economic Development (III)

Fall. 4 credits. Prerequisites: ECON 313 or equivalent.

Study of the problem of sustaining accelerated economic growth in less-developed countries. Trade-offs between growth, welfare, and equity; the legacy of colonialism; relevance of history and economic theory; problems of capital formation, economic planning and international specialization; and the interaction of industrialization, agricultural development, and population change are emphasized.

ECON 372 Applied Economic Development (III)

Spring. 4 credits. Prerequisite: ECON 101-102.

This course examines several special topics in the economics of developing countries. Among the topics covered recently are the concepts of development and underdevelopment, the debate over development economics, the peasant household and its place in the world economy, the debt crisis, the state vs. market debate and the role of the state in economic development, and the question of sustainable development.

ECON 404 Economics and the Law (III)

Fall. 4 credits. Prerequisite: ECON 101.

An examination, through the lens of economic analysis, of legal principles drawn from various branches of law, including contracts, torts, and property. Cases are assigned for class discussion; in addition, there are several writing assignments.

ECON 408 Production Economics and Policy (III)

For description, see AEM 608.

ECON 409 Environmental Economics and Policy (III)

For description, see AEM 451.

ECON 415 Price Analysis (III)

For description, see AEM 415.

[ECON 416 Intertemporal Economics (III)]

Spring. 4 credits. Prerequisites: ECON 313. Not offered 2001-2002.

This course is intended for advanced economics majors who are especially interested in economic theory. Topics covered: (1) review of the one good Ramsey model of optimal savings and accumulation; conditions for intertemporal efficiency in production; comparative dynamics and sensitivity analysis; (2) some earlier models of capital accumulation; the roles of present value and internal rate of return in guiding investment decisions; (3) growth, exhaustible resources; pollution and conservation; discussion of the trade-offs facing a society.]

ECON 417 History of Economic Analysis # (III)

Fall or spring. 4 credits. Prerequisites:

ECON 101-102 or permission of instructor.

Covers early writings in economics and their relationship to current economic analysis and policy issues. Examples include: ancient and medieval philosophers on justice in exchange; mercantilist arguments for trade protection; early theories about the effect of monetary expansion (D. Hume); the role of the entrepreneur (Cantillon); and general competitive equilibrium (the Physiocrats). The most recent reading assignment in this course is Adam Smith's *Wealth of Nations* but the emphasis is on the relationship between the precursors of Adam Smith and his *Wealth of Nations* to modern economics analysis and current efforts to answer some of the questions raised in the early writing on economics.

[ECON 419 Economic Decisions under Uncertainty (III)]

Fall. 4 credits. Prerequisites: ECON 313 and 319. Not offered 2001-2002.

This course provides an introduction to the theory of decision making under uncertainty with emphasis on economic applications of the theory.]

ECON 420 Economics of Family Policy—Adults

Economics 420 and 421 together, count as 1 course for the Economics major.

For description, see PAM 320.

ECON 421 Economics of Family Policy—Children

Economics 420 and 421 together, count as 1 course for the Economics major.

For description, see PAM 321.

ECON 425 Economic History of Latin America @ # (III)

Spring. 4 credits.

A survey of changing economic institutions and policies from pre-Columbian to modern times.

ECON 430 Policy Analysis: Welfare Theory, Agriculture, and Trade (III)

For description, see AEM 630.

ECON 440 Analysis of Agricultural Markets

ECON 440 and 441 together, count as 1 course for the Economics major.

For description, see AEM 640.

ECON 441 Commodity Futures Markets

ECON 440 and 441 together, count as 1 course for the Economics major.
For description, see AEM 641.

ECON 443 Personnel Economics for Managers

For description, see ILRLE 433.

ECON 444 Modern European Economic History

For description, see ILRLE 444.

[ECON 445 Topics in Microeconomic Analysis—Markets and Planning (III)]

Fall. 4 credits. Prerequisites: ECON 313. Not offered 2001–2002.

This is a course of economic theory designed for upperclass undergraduates. Course contents may vary from year to year. Issues that may be examined include: How can economic activities be efficiently organized through the market mechanism? Why is the presence of many traders essential to efficiency? What can be done if the indivisibility in production processes becomes an important hindrance to competitive pricing? How can economic planning be decentralized efficiently? This course serves two purposes: to introduce concepts that are novel to undergraduates and relevant to public policy but require only a modicum of analytic tooling up, and to illustrate the deductive approach of modern economic analysis—how to define concepts unambiguously, how to form propositions in clear-cut fashion, and how to follow up logical implications sequentially to the conclusion.]

[ECON 446 Topics in Macroeconomic Analysis—Is Keynesianism Dead? (III)]

Fall or spring. 4 credits. Prerequisites: ECON 314. Not offered 2001–2002.
The coverage of this course may vary from term to term. Presently, the content of the course deals with the range of criticisms against Keynesian theory by the New Classical Economics, alias the Equilibrium School, alias the Rational Expectations School. Despite the fact that almost all intermediate macroeconomic textbooks are Keynesian in perspective, clearly Keynesian economics is currently at bay. We review critically critiques to Keynesian theory.]

ECON 447 Economics of Social Security (III)

For description, see CEH 346.

ECON 450 Resource Economics (III)

For description, see ARME 450.

ECON 451 Economic Security (III)

For description, see ILRLE 340.

ECON 453 The Economics of Unemployment (III)

For description, see ILRLE 348.

ECON 454 The Economics of Health Care (III)

For description, see ILRLE 440.

ECON 455 Income Distribution (III)

For description, see ILRLE 441.

ECON 456 The Economics of Employee Benefits (III)

For description, see ILRLE 442.

ECON 457 Women in the Economy (III)

For description, see ILRLE 445.

ECON 458 Topics in Twentieth-Century Economic History (III)

For description, see ILRLE 448.

ECON 459 Economic History of British Labor 1750–1940 (III)

For description, see ILRLE 446.

ECON 460 Economic Analysis of the Welfare State (III)

For description, see ILRLE 642.

ECON 461 The Economics of Occupational Safety and Health (III)

For description, see ILRLE 644.

ECON 464 Economics of Agricultural Development (III)

For description, see AEM 464.

ECON 465 Food and Nutrition Policy (III)

For description, see AEM 665.

ECON 466 Economics of Development (III)

For description, see AEM 666.

ECON 467 Game Theory (III)

Fall. 4 credits. Prerequisites: ECON 313 and 319.

This course studies mathematical models of conflict and cooperation in situations of uncertainty (about nature and about decision makers).

ECON 468 Economic Problems of Latin America @ (III)

Spring. 4 credits. Prerequisites: ECON 101–102.

Current topics include, international debt, capital flight, economic integration, stabilization programs, etc.

ECON 469 China's Economy under Mao and Deng @ (III)

Fall. 4 credits. Prerequisites: ECON 101–102 or permission of instructor.

Examines the development of the Chinese economy and the evolution of China's economic system between 1949 and the early 1990s.

ECON 471 The Economies of the Former Soviet Union and of Central Europe: From Central Planning to Markets (III)

Fall. 4 credits. Prerequisites: ECON 101, 102.

The course introduces first the basic features of a centrally planned economy and proceeds to consider the most important example: the rise and fall of the Soviet Union. Secondly, the analysis extends to what used to be known as "Eastern Europe" (e.g., Czechoslovakia, Hungary, Poland). From this necessary historical background, the course proceeds to current attempts to move away from Socialist central planning and its legacies to market economy, privatization, and independence.

ECON 472 Comparative Economic Systems: East and West (III)

Fall. 4 credits. Prerequisites: ECON 101–102.

The course develops first a framework for studying economic systems and national economies and presents three simple stylized systemic models: capitalist market, socialist market, and central planning. Secondly, the course considers economic goals to be achieved (such as growth, stability, and productivity) and introduces quantitative measures used in the evaluation of the

performance. Thirdly, comparative studies of selected national economies representing the models are carried out.

ECON 473 Economics of Export-Led Development @ (III)

Spring. 4 credits. Prerequisites: ECON 313, 314, or their equivalent.

This course examines the phenomenon of export-led development from both the theoretical and empirical points of view. Concentration is on experiences within the West Pacific Rim.

ECON 474 National and International Food Economics (III)

For description, see NS 457.

ECON 475 The Economy of India @ (III)

Fall. 4 credits. Prerequisite: ECON 101–102 or equivalent background.

This course presents the major economics and development problems of contemporary India and examines the country's future economic prospects. It is, however, our aim to discuss these problems in their proper historical perspectives. Hence, the course starts with a brief outline of the social and political history of India. It then turns to a more detailed account of the economic history of India in two stages.

ECON 498 Independent Study in Economics

Fall or spring. Variable credit.
Independent study.

ECON 499 Honors Program

Fall and spring. 8 credits. Prerequisites: ECON 313, 314, 321 (or 319–320).
Consult the Director of Undergraduate Studies for details. Interested students should apply to the program in the spring semester of their junior year.

Graduate Courses and Seminars**ECON 609 Microeconomic Theory I**

Fall. 4 credits.
Topics in consumer and producer theory.

ECON 610 Microeconomic Theory II

Spring. 4 credits.
Topics in consumer and producer theory, equilibrium models and their application, externalities and public goods, intertemporal choice, simple dynamic models and resource depletion, choice under uncertainty.

ECON 613 Macroeconomic Theory I

Fall. 4 credits.
Course covers the following topics: static general equilibrium; intertemporal general equilibrium: infinitely lived agents models and overlapping generations models; welfare theorems; equivalence between sequential markets and Arrow-Debreu Markets; Ricardian proposition; Modigliani-Miller theorem; asset pricing; recursive competitive equilibrium; the Neoclassical Growth Model; calibration; and introduction to dynamic programming.

ECON 614 Macroeconomic Theory II

Spring. 4 credits.
Course covers the following topics: dynamic programming; stochastic growth; search models; cash-in-advance models; real business-cycle models; labor indivisibilities and lotteries; heterogeneous agents models; optimal fiscal and monetary policy; sustainable plans; and endogenous growth.

ECON 616 Applied Price Theory (also NBA 527)

Spring. 4 credits.

The course emphasizes the applications of the principles of price theory to a variety of problems taken from concrete, practical settings.

ECON 617 Intermediate Mathematical Economics I

Fall. 4 credits. Prerequisites: Calculus II and intermediate linear algebra.

The course covers selected topics in Matrix algebra (vector spaces, matrices, simultaneous linear equations, characteristic value problem), calculus of several variables (elementary real analysis, partial differentiation, convex analysis), classical optimization theory (unconstrained maximization, constrained maximization).

[ECON 618 Intermediate Mathematical Economics II]

Spring. 4 credits. Not offered 2001–2002.

A continuation of ECON 617, the course develops additional mathematical techniques for applications in economics. Topics covered may include study of dynamic systems (linear and nonlinear difference equations, differential equation, chaotic behavior), dynamic optimization methods (optimal control theory, nonstochastic and stochastic dynamic programming), and game theory (repeated dynamic and evolutionary games).

ECON 619 Econometrics I

Fall. 4 credits. Prerequisites: ECON 319–320 or permission of instructor.

This course gives the probabilistic and statistical background for meaningful application of econometric techniques. Topics covered include: probability theory: probability spaces, random variables, distributions, moments, transformations, conditional distributions, distribution theory and the multivariate normal distribution, convergence concepts, laws of large numbers, central limit theorems, Monte Carlo simulation; statistics: sample statistics, sufficiency, exponential families of distributions. Further topics in statistics are considered in ECON 620.

ECON 620 Econometrics II

Spring. 4 credits. Prerequisite: ECON 619.

This course is a continuation of ECON 619 (Econometrics I) covering statistics: estimation theory, least squares methods, method of maximum likelihood, generalized method of moments, theory of hypothesis testing, asymptotic test theory, and nonnested hypothesis testing; and econometrics: the general linear model, generalized least squares, specification tests, instrumental variables, dynamic regression models, linear simultaneous equation models, nonlinear models, and applications.

ECON 639 Public Political Economy

Spring. 4 credits. Prerequisites: ECON 313 or equivalent.

Topics covered include the intrinsic nature of goods and services, decreasing cost of production, externalities and congestion, attributes and government regulation essential for an effective market, the efficient role of government in non-market resource allocation methods, methods for inferring the demand for public goods, efficient public decision-making, the supply of public services and raising revenue through taxes and user-fees. Particular emphasis is placed on the intersection between fairness and efficiency in

resolving conflicts over public good provision, including defining jurisdictions for the provision of particular services. Examples emphasize the proper provision of infrastructure services: physical (transportation, utilities, tele-information); human-capital (education and R&D); and biological (renewable resources, species diversity and the environment).

ECON 699 Readings In Economics

Fall or spring. Variable credit. Independent study.

ECON 703 Seminar In Peace Science

Fall. 4 credits.

Among the topics covered at an advanced level are game theory are: coalition theory, bargaining and negotiation processes, cooperative procedures, microbehavior models, macrosocial processes, and general systems analysis.

ECON 710 Stochastic Economics: Concepts and Techniques

Spring. 4 credits. Prerequisites: ECON 609, 610, 613, 614, 619, and 620.

This course reviews a number of techniques that have been useful in developing stochastic models of economic behavior. These include: discrete-time Markov processes, dynamic programming under uncertainty, and continuous-time diffusion processes. Examples of economic models are drawn from recent literature on optimal capital accumulation and optimal savings and portfolio selection problems; permanent income hypothesis; dynamic models of price adjustment, etc. Advanced graduate students contemplating work in economic theory and econometric theory gain exposure to current research.

ECON 712 Advanced Macroeconomics

4 credits. Prerequisites: ECON 613, 614.

The purpose of this course is to introduce students to some of the topics and analytic techniques of current macroeconomic research. The course falls into three parts: dynamic programming, new Keynesian economics, and recent theories of economic growth. The dynamic programming section includes models of consumption, investment, and real business cycles. The new Keynesian section covers models of wage and price rigidity, coordination failure, and credit markets. The section on endogenous growth looks at recent efforts to add nonconvexities to models of optimal growth. These topics are intended to complement the material on overlapping generations covered elsewhere.

ECON 713 Advanced Macroeconomics II

Spring. 4 credits. Prerequisites: ECON 613, 614.

This course reveals the most recent research in endogenous growth theory. This theory is little more than a decade old, but it has produced a large number of both empirical and theoretical results that have substantially reshaped the general field of macroeconomics. It is perhaps no exaggeration to say that most of the work at the frontier of today's macroeconomics belongs to this field. An increasing number of papers have been touching important issues such as; learning by doing, R&D investment, market structure, private and public organization of R&D, education financing, human capital accumulation, technological unemployment, growth and business cycles, inequality and growth, political equilibrium, democracy and growth, instability, social conflict, capital accumulation,

intergenerational and vested interests and barriers to technology adoption, international transfers of technologies, sustainable development, etc.

This course aims to orient the student in this large and variegated literature consisting of recently published articles and working papers. Understanding this literature is a sound training in the analytical methods used at the frontier of theoretical research, but it also provides a number of empirical results at the center of the economic debate.

ECON 717 Mathematical Economics

4 credits. Prerequisites: ECON 609–610 (or equivalent training in micro theory) and MATH 413–414 (or equivalent training in analysis).

The primary theme of this course is to explore the role of prices in achieving an efficient allocation of resources in dynamic economies. Some of the classical results on static equilibrium theory and welfare economics on attaining optimal allocation through decentralized organizations are examined through an axiomatic approach. Some basic issues on capital theory are also analyzed.

[ECON 718 Topics in Mathematical Economics]

4 credits. Not offered 2001–2002.]

ECON 719 Advanced Topics in Econometrics I

Fall. 4 credits. Prerequisites: ECON 619–620 or permission of instructor.

Covers advanced topics in econometrics, such as asymptotic estimation and test theory, robust estimation, Bayesian inference, advanced topics in time-series analysis, errors in variable and latent variable models, qualitative and limited dependent variables, aggregation, panel data, and duration models.

ECON 720 Advanced Topics in Econometrics II

Spring. 4 credits. Prerequisites: ECON 619–620 or permission of instructor.

For description see ECON 719.

ECON 721 Time Series Econometrics

Spring. 4 credits. Prerequisites: ECON 619–620 or permission of instructor.

This course covers traditional and current time series techniques that are widely used in econometrics. Topics include: the theory of stationary stochastic processes including univariate ARMA(p,q) models, spectral density analysis, and vector autoregressive models; parametric and semi-parametric estimation; current developments in distributional theory; and estimation and testing in models with integrated regressors including, unit root tests, cointegration, and permanent vs. transitory components.

ECON 731 Monetary Economics

Spring. 4 credits. Prerequisites: ECON 614 or permission of the instructor.

Covers advanced topics in monetary economics, macroeconomics, and economic growth—such as overlapping-generations, taxes and transfers denominated in money, transactions demand for money, multi-asset accumulation, exchange rates, and financial intermediation.

ECON 732 Monetary Economics

Fall. 4 credits. Prerequisites: ECON 731 or permission of the instructor.

Covers advanced topics in monetary economics, macroeconomics, and economic growth—such as economic volatility, the “burden” of

government debt, restrictions on government borrowing, dynamic optimization, endogenous growth theory, technological evolution, financial market frictions, and cyclical fluctuations.

ECON 735 Public Finance: Resource Allocation and Fiscal Policy (also AEM 735)

Spring. 4 credits.

This course develops a mathematical and highly analytical understanding of the role of government in market economies and the fundamentals of public economics and related issues. Topics covered include: generalizations and extensions of the fundamental theorems of welfare economics, in-depth analysis of social choice theory and the theory on implementation in economic environments, public goods and externalities and other forms of market failure associated with asymmetric information. The theoretical foundation for optimal direct and indirect taxation is also introduced along with the development of various consumer surplus measures and an application to benefit cost analysis. Topics of an applied nature vary from semester to semester depending on faculty research interests.

ECON 736 Public Finance: Resource Allocation and Fiscal Policy

Fall. 4 credits.

This course spends a large part of the semester covering the revenue side of public finance. Topics include the impact of various types of taxes as well as the determination of optimal taxation. The impact of taxation on labor supply, savings, company finance and investment behavior, risk bearing, and portfolio choice are explored. Other topics include the interaction of taxation and inflation, tax evasion, tax incidence, social security, unemployment insurance, deficits, and interactions between different levels of government.

[ECON 737 Location Theory and Regional Analysis]

Fall. 4 credits. Prerequisites: ECON 609, 617, and Econometrics. Not offered 2001-2002.

Covers economic principles influencing the location of economic activity, its spatial equilibrium structure, and dynamic forces. Topics include spatial pricing policies, price competition, and relocation by firms; residential location patterns; patterns of regional growth and decline; and patterns of urbanization.]

ECON 738 Public Choice

Spring. 4 credits. Prerequisites: ECON 609, 610.

This class has two parts. It begins with an introduction to economic theories of political decision making. We review the theory of voting, theories of political parties and party competition, theories of legislative decision making and interest group influence. We also discuss empirical evidence concerning the validity of these theories. The second part uses these theories to address a number of issues in Public Economics. We develop the theory of political failure, analyze the performance of alternative political systems and discuss the problem of doing policy analysis which takes into account political constraints.

ECON 741 Seminar in Labor Economics
For description see ILRLE 744.

ECON 742 Seminar in Labor Economics
For description see ILRLE 745.

ECON 751 Industrial Organization and Regulation

Fall. 4 credits. Prerequisites: ECON 609, 610.

This course focuses primarily on recent theoretical advances in the study of industrial organization. Topics covered include: market structure, nonlinear pricing, quality, durability, location selection, repeated games, collusion, entry deterrence, managerial incentives, switching costs, government intervention, and R&D/Patents. These topics are discussed in a game-theoretic context.

ECON 752 Industrial Organization and Regulation

Spring. 4 credits. Prerequisites: ECON 609, 610, 751.

This course rounds out some topics in the Theory of Industrial Organization with the specific intent of addressing the empirical implications of the theory. The course reviews empirical literature in the SCP paradigm and in the NEIO paradigm.

[ECON 753 Public Policy Issues for Industrial Organizations]

Spring. 4 credits. Prerequisites: ECON 609, 610, and 751. Not offered 2001-2002.

The course takes an in-depth view of the interaction between the government and business. Methods of business control, including antitrust, price regulation, entry regulation, and safety regulation. Emphasis will be not only on the economic effects on business, but on the economics of selecting and evolving the method of control.]

[ECON 755 Rivalry and Cooperation]

Fall. 4 credits. Prerequisites: Economics Graduate Core or instructor's permission. Not offered 2001-2002.

In standard models, economic interaction is impersonal. Agents respond to price signals and measure their own welfare not in relative but in absolute terms; and cooperative behavior emerges only when it coincides with narrow self-interest. This course explores the details of rivalry and cooperation in an effort to synthesize broader views of economic interaction. Topics include: the effect of concerns about relative income on wage rates, consumption, savings, and regulation; the effect of concerns about fairness on prices and wages; the conditions that foster trust and cooperation; and the role of positional competition in the distribution of economic rewards.]

ECON 756 Noncooperative Game Theory

Fall. 4 credits. Prerequisites: ECON 609-610 and 619.

This course surveys equilibrium concepts for noncooperative games. We cover Nash equilibrium and a variety of equilibrium refinements, including perfect equilibrium, proper equilibrium, sequential equilibrium and more! We pay attention to important special classes of games, including bargaining games, signalling games, and games of incomplete information. Most of our analysis is from the strict decision-theoretic point of view, but we also survey some models of bounded rationality in games, including games played by automata.

ECON 757 Economics of Imperfect Information

Spring. 4 credits. Prerequisites: ECON 609-610 and 619.

The purpose of this course is to consider some major topics in the economics of uncertain information. Although the precise topics considered vary from year to year, subjects such as markets with asymmetric information, signalling theory, sequential choice theory, and record theory are discussed.

ECON 758 Psychology and Economic Theory

Fall, spring. 4 credits. Prerequisites: grad core or instructor's permission.

This course explores the ways in which insights from psychology can be integrated into economic theory. Evidence is presented on how human behavior systematically departs from the standard assumptions of Economics and how this can be incorporated into modeling techniques.

ECON 760 Topics in Political Economy

Fall. 4 credits. Prerequisite: Economics graduate core or instructor's permission.

This course develops critiques and extensions of economic theory, taking into account the political and social moorings of economic activity and equilibria. The formation and persistence of social norms; the meaning and emergence of property rights; the role of policy advice in influencing economic outcomes; and the effect of political power and ideology on economic variables are studied. While these topics were popular in the classic works of political economy, recent advances in game theory and, more generally, game-theoretic thinking allows us to approach these topics from a new perspective. Hence, the course begins by devoting some lectures to elementary ideas in game-theory and strategic analysis.

ECON 761 International Economics: Trade Theory and Policy

Fall. 4 credits. Prerequisites: ECON 609, 610.

This course surveys the sources of comparative advantage. It analyzes simple general equilibrium models to illustrate the direction, volume, and welfare effects of trade. Topics in game theory and econometrics as applied to international economics may be covered.

ECON 762 International Economics: International Finance and Open Economy Macroeconomics

Spring. 4 credits. Prerequisite: ECON 761.

This course surveys the determination of exchange rates and theories of balance of payment adjustments. It explores open economy macroeconomics by analyzing models of monetary economies. Topics in monetary economics and econometrics as applied to international economics are covered.

ECON 770 Topics in Economic Development

For description, see AEM 667.

ECON 771 Economic Development and Development Planning

Spring. 4 credits. Prerequisites: graduate core or instructor's permission.

Reviews the existing literature on the determinants of economic growth and the interrelationship of growth and income distribution through the process of economic development. A general equilibrium approach

to development is taken. Computable general equilibrium models, based on social accounting matrices, are used to explore the performance of a variety of developing countries. Among the topics explored are: impact of structural adjustment and stabilization policies on growth, equity and internal and external equilibrium; sectoral interrelationship and interdependence through the growth process. Critical review and evaluation of national, sectoral, and regional development models built for such developing countries as India, Brazil, Indonesia, and Ecuador.

ECON 772 Economics of Development

Spring. 4 credits. Prerequisites: first-year graduate economic theory and econometrics.

Analytical approaches to the economic problems of developing nations. Topics to be covered include: some old and new directions in development economics thinking, the welfare economics of poverty and inequality, empirical evidence on who benefits from economic development, labor market models, project analysis with application to the economics of education, and development policy.

ECON 773 Economic Development

Fall. 4 credits. Prerequisites: ECON 609 and 620.

The course is concerned with theoretical and applied works that seek to explain economic development, or lack thereof, in countries at low-income levels. Specific topics vary each semester.

ECON 774 Economic Systems

Spring. 4 credits.

The course deals with economic systems, formerly centrally planned economies, and economies in transition.

ECON 784 Seminars in Advanced Economics

Fall and spring. 4 credits.

ENGLISH

H. Shaw, chair; P. Sawyer, director of undergraduate studies (255-3492); R. Gilbert, director of graduate studies (255-7989); H. S. McMillin, director of honors program; J. Adams, J. Ashton, A. Boehm, F. Bogel, L. Bogel, M. P. Brady, L. Brown, C. Chase, B. Correll, J. Culler, S. Davis, E. DeLoughrey, L. Fakundiny, R. Farrell, D. Fried, A. Fulton, A. Galloway, J. Goldsby, K. Gottschalk, E. Hanson, L. Herrin, T. Hill, M. Hite, M. Jacobus, P. Janowitz, B. Jeyifo, C. Kaske, M. Koch, B. Maxwell, D. McCall, K. McClane, M. McCoy, M. K. McCullough, D. Mermin, S. Mohanty, R. Morgan, T. Murray, R. Parker, J. Porte, E. Rosenberg, N. Saccamano, S. Samuels, D. Schwarz, M. Seltzer, R. Shepherd, S. Siegel, H. Spillers, G. Teskey, S. Vaughn, H. Viramontes, N. Waligora-Davis, W. Wetherbee, S. Wong, Emeriti: M. H. Abrams, B. Adams, J. Bishop, J. Blackall, A. Caputi, D. Eddy, R. Elias, A. Lurie, P. Marcus, J. McConkey, S. Parrish, M. Radzinowicz, S. C. Strout.

The Department of English offers a wide range of courses in English, American, and Anglophone literature as well as in creative writing, expository writing, and film analysis. Literature courses focus variously on close reading of texts, study of particular authors

and genres, questions of critical theory and method, and the relationship of literary works to their historical contexts and to other disciplines. Writing courses typically employ the workshop method in which students develop their skills by responding to the criticism of their work by their classmates as well as their instructors. Many students supplement their formal course work in English by attending public lectures and poetry readings sponsored by the department or by writing for campus literary magazines. The department seeks not only to foster critical analysis and lucid writing but also to teach students to think about the nature of language and to be alert to both the rigors and the pleasures of reading texts of many sorts.

First-Year Writing Seminars

As part of the university-wide First-Year Writing Seminars program administered by the John S. Knight Institute for Writing in the Disciplines, the department offers many one-semester courses dealing with various forms of writing (e.g. narrative, autobiographical, and expository), with the study of specific areas in English and American literature, and with the relation of literature to culture. Students may apply any of these courses to their First-Year Writing Seminar requirement. Detailed course descriptions may be found in the First-Year Writing Seminars program listings, available from college registrars in August for the fall term and in November for the spring term.

Freshmen interested in majoring in English are encouraged to take at least one of the department's 200-level First-Year Writing Seminars: "The Reading of Fiction" (ENGL 270), "The Reading of Poetry" (ENGL 271), and "Introduction to Drama" (ENGL 272). These courses are open to all second-term freshmen. They are also open, as space permits, to first-term freshmen with scores of 700 or above on the CEEB College Placement Tests in English composition or literature, or 4 or 5 on the CEEB Advanced Placement Examination in English, as well as to students who have completed another First-Year Writing Seminar.

Courses for Nonmajors

For students majoring in fields other than English, the department provides a variety of courses at all levels. A number of courses at the 200 level are open to qualified freshmen, and all are open to sophomores. Courses at the 300 level are open to all sophomores, juniors, and seniors; they are also open to freshmen who have received the instructor's prior permission. The suitability of courses at the 400 level for nonmajors depends in part on the course topics, which are subject to change from year to year. Permission of the instructor is sometimes required; prior consultation is always in order and strongly advised.

The Major in English

Students who major in English develop their own programs of study in consultation with their major advisers. Some choose to focus on a particular historical period or literary genre or to combine sustained work in creative writing with the study of literature. Others pursue interests in such areas as women's literature, African-American literature, literature and the visual arts, or critical theory.

The department recommends that students prepare themselves for the English major by taking one or more of its preparatory courses, such as "The Reading of Fiction" (ENGL 270), "The Reading of Poetry" (ENGL 271), or "Introduction to Drama" (ENGL 272). (The "ENGL" prefix identifies courses sponsored by the Department of English, all of which appear in the English section of *Courses of Study* or the department's supplementary lists of courses; it also identifies courses sponsored and taught by other academic units and cross-listed with English.) These courses concentrate on the skills basic to the English major and to much other academic work—responsive, sensitive reading and lucid, strong writing. As First-Year Writing Seminars, any one of them will satisfy one-half the College of Arts and Science's First-Year writing requirement. ENGL 280, 281, 288, and 289 are also suitable preparations for the major and are open to students who have completed their First-Year Writing Seminar requirement. ENGL 201 and 202, which together constitute a two-semester survey of major British writers, though not required are strongly recommended for majors and prospective majors. ENGL 201 and 202 (unlike ENGL 280, 281, 288, and 289) are also "approved for the major" in the special sense of that phrase explained below.

To graduate with a major in English, a student must complete with passing letter grades 10 courses (40 credit hours) approved for the English major. All ENGL courses numbered 300 and above are approved for the major. In addition, with the exception of First-Year Writing Seminars (ENGL 270, 271, and 272), 200-level courses in creative and expository writing (ENGL 280, 281, 288, and 289), and courses designated for nonmajors, all 200-level ENGL courses are also approved for the major. Courses used to meet requirements for the English major may also be used to meet the "Humanities and the Arts" distribution requirement of the College of Arts and Sciences. Many of these courses may be used to meet the college's "historical breadth" requirement as well.

Of the 40 credits required to complete the major, 8 credits (two courses) must be at the 400 level or above; 12 credits (three courses) must be from courses in which 50 percent or more of the material consists of literature originally written in English before 1800; and another 12 credits (three courses) must form an intellectually coherent "concentration." The 400-level and pre-1800 requirements may be satisfied only with ENGL courses, and ENGL 493-494, the Honors Essay Tutorial, may not be used to satisfy either one. Courses that satisfy the pre-1800 requirement are so designated in *Courses of Study*. Many English majors use ENGL 201 to begin meeting this requirement since it provides an overview of earlier periods of British literature and so enables them to make more informed choices of additional pre-1800 courses. ENGL 202, however, does not qualify as a pre-1800 course. Neither do courses offered by other departments unless they are cross-listed with English. Although advanced courses in foreign literature read in the original languages may not be used to fulfill the pre-1800 requirement, they may be used for English major credit provided they are included within the 12-credit limit described below. The three-course concentration requirement may be satisfied with any courses approved for the major. The department's "Guide to the English Major" contains suggested areas of concentra-

tion and lists of courses that fall within the areas proposed, but majors are expected to define their own concentrations in consultation with their advisers.

As many as 12 credits in courses offered by departments and programs other than English may under certain conditions be used to satisfy English major requirements. Courses in literature and creative writing offered by academic units representing neighboring or allied disciplines (German Studies, Romance Studies, Russian, Asian Studies, Classics, Comparative Literature, Africana Studies, the Society for the Humanities, American Studies, Women's Studies, Religious Studies, Asian American Studies, Latino Studies, and Theatre, Film, & Dance) are routinely counted toward the 40 hours of major credit provided they are appropriate for juniors or seniors, as are most courses at the 300 level and above. English majors who are double majors may exercise this option even if all 12 credits are applied to their second major. All English majors are urged to take courses in which they read foreign works of literature in the original language, and for that reason 200-level literature courses for which qualification is a prerequisite (as well as more advanced foreign literature courses taught in the original language) may be counted toward the English major. Credit from other non-ENGL courses may be included within the 12 credits of nondepartmental courses approved for the major only when the student is able to demonstrate to the adviser's satisfaction their relevance to his or her individual program of study.

The Major in English with Honors

Second-term sophomores who have done superior work in English and related subjects are encouraged to seek admission to the department's program leading to the degree of Bachelor of Arts with Honors in English. Following an interview with the chair of the Honors Committee, qualified students will be admitted provisionally to the program. During their junior year these students must complete at least one Honors Seminar (ENGL 491 or 492); they are encouraged to take an additional 400-level English course in the field in which they plan to concentrate. On the basis of work in these and other English courses, a provisional Honors candidate is expected to select a thesis topic and secure a thesis adviser by the end of the junior year. A student who has been accepted by a thesis adviser becomes a candidate for Honors rather than a provisional candidate.

During the senior year, each candidate for Honors in English enrolls in a year-long tutorial (ENGL 493-494) with the faculty member who has agreed to serve as the student's thesis adviser. The year's work culminates in the submission of a substantial scholarly or critical essay to be judged by at least two members of the faculty. More information about the Honors Program may be found in a leaflet available in the English offices.

First-Year Writing Seminars Recommended for Prospective Majors

ENGL 270 The Reading of Fiction

Fall, spring, summer. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English.

This course examines modern fiction, with an emphasis on the short story and novella. Students write critical essays on authors who flourished between 1870 and the present, such as James, Joyce, Woolf, Hurston, Lawrence, Fitzgerald, Hemingway, Faulkner, Rhys, Welty, Salinger, and Morrison. Reading lists vary from section to section, and some may include a novel, but close, attentive, imaginative reading and writing are central to all. *This course does not satisfy requirements for the English major.*

ENGL 271 The Reading of Poetry

Fall, spring. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English.

How can we become more appreciative, alert readers of poetry, and at the same time better writers of prose? This course attends to the rich variety of poems written in English, drawing on the works of poets from William Shakespeare to Sylvia Plath, John Keats to Li-Young Lee, Emily Dickinson to A. R. Ammons. We may read songs, sonnets, odes, villanelles, even limericks. By engaging in thorough discussions and varied writing assignments, we explore some of the major periods, modes, and genres of English poetry, and in the process expand the possibilities of our own writing. *This course does not satisfy requirements for the English major.*

ENGL 272 Introduction to Drama

Fall, spring. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English.

Students in this seminar study plays, older and newer, in a variety of dramatic idioms and cultural traditions. Plays being performed by the theatre department will be included, if possible. A typical reading list might include works by Sophocles, Shakespeare, Molière, Chekhov, Brecht, Miller, Beckett, and Shange. Course work consists of writing and discussion and the occasional viewing of live or filmed performances. *This course does not satisfy requirements for the English major.*

Expository Writing

ENGL 288-289 Expository Writing (IV)

Fall, spring, summer, winter. 3 credits. Each section limited to 16 students. Students must have completed their colleges' first-year writing requirements or have the permission of the instructor. S. Davis and staff.

ENGL 288-289 offers guidance and an audience for students who wish to gain skill in expository writing. Each section provides a context for writing defined by a form of exposition, a disciplinary area, a practice, or a topic intimately related to the written medium. Course members read in relevant published material and write and revise their own work regularly, while reviewing and responding to each other's. Since these seminar-sized courses depend on members' full participation, regular attendance and submission of written work are required. Students and instructors will confer individually throughout the term. For more information please see the following web site: <http://instruct1.cit.cornell.edu/Courses/engl288-89/>. Topics for the various sections include:

Section 1—Roensch, R.—The Essay: Personal to Public

Section 2—Wesling, M.—Myths of the City

Section 3—Staff—Reading the News, Understanding the Media

Section 4—Boehm, A.—Minding the Body

Section 5—LeGendre, B.—Issues, Audiences, and Ourselves

Spring 2002 topics TBA.

See English department *Course Offerings* for full fall and spring section descriptions.

This course does not satisfy requirements for the English major.

ENGL 381 Reading as Writing (IV)

Fall. 4 credits. Course limited to 15 students. Prerequisite: permission of the instructor on the basis of a writing sample (critical/interpretive prose), which should reach the instructor before the first day of class. S. Davis.

"Haven't you ever happened to read while looking up from your book?" asked one theorist of reading, "not because you weren't interested, but because you were: because of a flow of ideas, stimuli, associations?" Students in this course look into the intricacies of the reading-writing process, reading a small number of nineteenth- and twentieth-century novels and poems, writing frequently about them, and reading each other's writing as collaborators and commentators. They "look up" frequently to pay conscious attention to the way writers' original literary works are often "readings" of the work of other writers and to the way our own readings may, critically and creatively, rewrite the literary texts we read. This is a course for English majors and non-majors who wish to extend their mastery of critical and interpretive prose and their understanding of what they do when they write it. It is advantageous for those planning to write honors theses in English or another discipline to take this course. The 2001 reading list (tentatively): Nabokov's *Pale Fire*, Wordsworth's two-part *Prelude*, Brontë's *Jane Eyre*, James' *Turn of the Screw*, Rhys' *Wide Sargasso Sea*, and Wilde's *Dorian Gray*.

ENGL 386 Philosophic Fictions (IV)

Spring. 4 credits. S. Davis. Course limited to 15 students. Prerequisite: permission of the instructor on the basis of a writing sample (critical/interpretive prose), which should reach the instructor before the first day of class.

"Fictions"—of voice, audience, plot, point of view, figurative language, and thought—abound in good expository writing; they stand out in works that deliberately test and play with ideas: dialogues, satires, parodies, parables, philosophic tales, and "thought-experiments." Students write critically about such works and the issues they raise and experiment with writing in similar forms. The "fictions" read and written in this course are not realistic narratives or evocations of personal experience; they are the vehicles and animating resources of writers who want to argue flexibly, provoke thought, ridicule vice or folly, play games, or involve readers in pleasingly or disturbingly insoluble problems. Readings include such works as Plato's *Republic*, Swift's "Modest Proposal" and *Tale of a Tub*, Voltaire's *Candide*, Carroll's *Alice* books, short fictions by Jorge Luis Borges and Octavia Butler, and essays by Richard Rorty and Anthony Appiah.

[ENGL 387 Autobiography: Theory and Practice (IV)]

4 credits. Next offered 2002-2003. A. Boehm.]

ENGL 388 The Art of the Essay (IV)

Fall. 4 credits. Limited to 15 students. Interested students should submit 1 or more pieces of recent writing (prose) to the instructor before the beginning of the term, preferably at preregistration. L. Fakundiny.

For both English majors and nonmajors who have done distinguished work in first-year writing seminars and in such courses as ENGL 280–281, 288–289, and who desire intensive practice in writing essays as a kind of creative nonfiction. The course assumes a high degree of self-motivation, a capacity for independent work, and critical interest in the work of other writers; it aims for a portfolio of conceptually rich and stylistically polished writing.

Creative Writing

Students usually begin their work in Creative Writing with ENGL 280 or 281, and only after completion of the First-Year Writing Seminar requirement. Please note that either ENGL 280 or ENGL 281 is the recommended prerequisite for 300-level creative writing courses. ENGL 280 and 281 may satisfy a distribution requirement in your college (please check with your college adviser). ENGL 382–383, 384–385, and 480–481 are approved for the English major.

ENGL 280–281 Creative Writing (IV)

Fall, spring, summer, winter. 3 credits. Prerequisites: completion of the Freshman Seminar requirement. Limited to 18 students.

Majors and prospective majors, please note. Although recommended for prospective English majors, ENGL 280–281 cannot be counted towards the 40 credits required for completion of the English major. It is a prerequisite for 300-level courses in creative writing, which count towards the major. ENGL 280 is not a prerequisite for ENGL 281.

An introductory course in the theory, practice, and reading of prose, poetry, and allied forms. Students are given the opportunity to try both prose and verse writing and may specialize in one or the other. Many of the class meetings are conducted as workshops.

ENGL 382–383 Narrative Writing (IV)

Fall, 382; spring, 383. 4 credits each term. Each section limited to 15 students.

Previous enrollment in ENGL 280 or 281 recommended. Prerequisite: permission of instructor, normally on the basis of a manuscript. Fall: Sec. 1, D. McCall; sec. 2, S. Vaughn; sec. 3, R. Morgan. Spring: H. Viramontes, M. Koch, S. Vaughn.

The writing of fiction; study of models; analysis of students' work.

ENGL 384–385 Verse Writing (IV)

Fall or summer, 384; spring, 385. 4 credits each term. Each section limited to 15 students. Prerequisites: ENGL 280 or 281, or permission of instructor. Fall: P. Janowitz, K. McClane. Spring: P. Janowitz, A. Fulton.

The writing of poetry; study of models; analysis of students' poems; personal conferences.

ENGL 480–481 Seminar in Writing (IV)

Fall, 480; spring, 481. 4 credits each term. Each section limited to 15 students. Prerequisite: permission of instructor, normally on the basis of a manuscript. The manuscript should be submitted to the

instructor no later than the first day of class. Previous enrollment in ENGL 280 or 281 and at least one 300-level writing course recommended. Successful completion of one half of the 480–481 sequence does not guarantee enrollment in the other half; students must receive permission of the instructor to enroll in the second course. Fall: Sec. 1, H. Viramontes, sec. 2, R. Morgan. Spring: P. Janowitz, S. Vaughn.

Intended for those writers who have already gained a basic mastery of technique. Although ENGL 480 is not a prerequisite for ENGL 481, students normally enroll for both terms and should be capable of a major project—a collection of stories or poems, a group of personal essays, or perhaps a novel—to be completed by the end of the second semester. Seminars are used for discussion of the students' manuscripts and published works that individual members have found of exceptional value.

Courses for Freshmen and Sophomores

These courses have no prerequisites and are open to freshmen and nonmajors as well as majors and prospective majors.

Introductions to Literary Studies**ENGL 201–202 The English Literary Tradition # (IV)**

201: fall. 4 credits. ENGL 201 is not a prerequisite for 202. This course may be used as one of the three courses before 1800 required of English majors.

A. Galloway.

An introduction to the study of English literature, examining its historical development and some of its achievements within the contexts of cultural, intellectual, and religious history from its beginnings in the 8th century through the 17th century. Some of the works we read, discuss and write about across this thousand-year span are *Beowulf*; *Sir Gawain and the Green Knight*; selections from Chaucer's *Canterbury Tales* and Spenser's *Faerie Queene*; Shakespeare's *Sonnets* and *King Lear*; poems by Sidney, Jonson, Donne, Herbert, Herrick, and Marvell; and selections from Milton's *Paradise Lost*.

202: spring. 4 credits. D. Fried.

A survey of English literature from the late seventeenth century to the start of the twentieth century. The focus is on English poetry, drawn from a range of genres and modes, and including Pope's *Rape of the Lock* and the poems and illustrations of Blake's *Songs of Innocence and of Experience*. In addition we read two novels (Swift's *Gulliver's Travels*, Austen's *Persuasion*), and one play (Wilde's *The Importance of Being Earnest*). Lectures twice a week, and once a week small discussion groups provide a chance for closer scrutiny of texts and topics covered in the lectures.

ENGL 207 Introduction to Modern Poetry (IV)

Fall. 4 credits. R. Shepherd.

This course samples the vast array of poetic modes and forms employed over the past century and a half, with primary emphasis on the work of American poets. Our focus in the course is on the poems themselves—what they mean, how they feel, sound, look, and behave. Lectures, discussions, and written

assignments emphasize both the craft of writing poetry and the discipline of reading it with understanding and appreciation. No previous study of poetry required.

ENGL 208 Shakespeare and the Twentieth Century (IV)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. S. Davis.

What can we learn about Shakespeare's plays from their reception in the twentieth century? What can we learn about twentieth century cultures from their appropriations of these texts and their reinventions of the Shakespeare legend? We compare four or five plays with their adaptations in fiction, theater, and film and explore the uses made of Shakespeare in education, advertising, and public culture. Our discussions try to illuminate the vast differences and startling continuities among the Shakespeares handed down by earlier times and those recovered or invented in the modern era; we also pay attention to the variety of critical approaches readers and viewers have taken to Shakespeare on the page and in performance. For spring 2002, tentatively: *Romeo and Juliet*, *Titus Andronicus*, *Othello*, *Macbeth*, and *The Tempest*, together with plays by Eugene Ionesco and Aimé Césaire and films or stage productions directed by Baz Luhrmann, Julie Taymor, Akira Kurosawa, Trevor Nunn, Janet Suzman, and Fred Wilcox.

ENGL 227 Shakespeare # (IV)

Spring, summer, and winter. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. W. Wetherbee.

Careful study of 10 of Shakespeare's major plays, including at least three videotaped performances.

Major Genres and Areas**ENGL 203 Major Poets (IV)**

Fall. 4 credits. R. Gilbert.

Intensive readings in the work of nine poets chosen to represent important periods, modes, and assumptions about the uses of poetry. Poets studied may include William Shakespeare (the sonnets), Andrew Marvell, Alexander Pope, John Keats, Emily Dickinson, Robert Browning, Robert Frost, Gwendolyn Brooks, and Seamus Heaney.

[ENGL 209 Introduction to Cultural Studies (IV)]

4 credits. Next offered 2002–2003.]

[ENGL 240 Survey in U.S. Latino Literature (also LSP 240) (IV)]

4 credits. Next offered 2002–2003.]

ENGL 251 Twentieth-Century Women Novelists (also WOMNS 251 and AM ST 252) (IV)

Fall. 4 credits. S. Samuels.

This course is particularly concerned with questions about women's experience and perspective and explores intersections of gender, ethnicity, race, sexuality, and other vectors of identity. We read novels by Nella Larsen, Dorothy Allison, Louise Erdrich, Toni Morrison, Helena María Viramontes, Fae Ng, Cristina Garcia, and others. Assignments include two papers, a research project, and a number of short in-class writings.

ENGL 255 African Literature @ (IV)

Spring. 4 credits. B. Jeyifo.

An introduction to major African writers and literary traditions. Authors to be studied may include Wole Soyinka, Chinua Achebe, Bessie Head, Ayi Kwei Armah, Ama Ata Aidoo, Tayeb Salih, and Ousmane Sembene.

[ENGL 260 Introduction to American Indian Literatures (also AM ST 260) (IV)]

4 credits. Next offered 2002-2003.]

ENGL 262 Introduction to Asian American Literature (also AM ST 262 and AAS 262) (IV)

Spring. 4 credits. S. Wong.

This course introduces students to a range of writing by Asian Americans and to some critical issues concerning the production and the reception of Asian American texts. In reading through selected works of prose, poetry and drama, we ask questions about the relation between literary forms and the sociohistorical context within which they take on their meanings, and about the historical formation of Asian American identities.

ENGL 274 Scottish Literature and Culture # (IV)

Fall. 3 or 4 credits. The course may be taken for 3 or 4 credits; those taking it for 4 credits will complete an additional writing project. If taken for four credits, it counts toward the English major, but non-majors are welcome. This course may be used as one of the three pre-1800 courses required of English majors. T. Hill and H. Shaw.

Scotland was an independent kingdom during most of its history. Although it is now politically united with England, it preserves a cultural distinctiveness. This course provides an introduction to Scottish literature and its cultural context. We focus on important Scottish literary texts, with special emphasis on the medieval period and the eighteenth through the twentieth centuries. The course should appeal to those who wish to learn more about their Scottish heritage, to those who wish to view in a new perspective works normally considered monuments of "English" literature, and to those who simply wish to know more about a remarkable culture and the literature Scotland has produced. Some of the texts are read in Scots, but no familiarity with Scots or earlier English is presumed. Authors studied include Henryson, Dunbar, Anonymous (the Scottish Ballads), Hume, Burns, Scott, Hogg, Stevenson, and Grassie Gibbon.

ENGL 275 The American Literary Tradition (also AM ST 275) (IV)

Spring. 4 credits. N. Waligora-Davis.

The problem of an American national literature is explored through the reading, discussion, and close analysis of texts across the range of American literary history. Not a survey, this course focuses on the relations of the texts to each other, the shaping of national identities in those relationships, and the assumptions about history, language, and the self that underlie them.

[ENGL 278 Queer Fiction (also WOMNS 278) (IV)]

4 credits. Next offered 2002-2003.]

[ENGL 295 The Essay in English # (IV)]

4 credits. Prerequisite: completion of the First-Year Writing Seminar requirement. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2002-2003. L. Fakundiny.]

Special Topics**ENGL 217 History of the English Language (also LING 217) (III or IV)**

Fall. 4 credits. W. Harbert.

See LING 217 for full course description.

ENGL 220 The Idea of the Pet in Literature and History (IV)

Spring. 4 credits. Enrollment is limited to 15 students. While not restricted to sophomores this course is intended to offer sophomores especially an opportunity to work closely with faculty in a seminar environment within a strong interdisciplinary context. L. Brown.

Animal companions are signs of our modernity. They can confirm our humanity, or call it into question. This course studies the culture of pet keeping from the perspectives of literature, history, and philosophy. It introduces students to the methods of cultural critique currently prominent in literary studies, and to some of the recent approaches to the topic of the human relation to the natural world. We begin with the historical origins of pet keeping in the eighteenth century, and then turn to focus on the literature of pets in the nineteenth and twentieth centuries. We move from literary critical questions about the representation of animals to discussions of the social and moral dimensions of pet keeping and the ethics of animal rights. The course includes a workshop on the modern veterinarian's relationship with the companion animal and its owner, and a forum on the ethics of the treatment of animals. Reading include works by William Wordsworth, Virginia Woolf, Jack London, Albert Payson Terhune, and J. M. Coetzee. Three short papers and a final interdisciplinary term paper are required.

ENGL 221 The Ethics of Imagining the Holocaust (IV)

Fall. 4 credits. Enrollment is limited to 15 students. While not restricted to sophomores this course is intended to offer sophomores especially an opportunity to work closely with faculty in a seminar environment within a strong interdisciplinary context. D. Schwarz.

Beginning with memoirs and diaries, and moving to realistic texts and finally fables, myths, and cartoons, this interdisciplinary seminar about ethical issues in writing and reading about the Holocaust selects its syllabus from among the following texts: Wiesel's *Night*, Levi's *Survival at Auschwitz* and *The Periodic Table*, Anne Frank: *The Diary of a Young Girl*, Lanzmann's film *Shoah*, Borowski's *This Way for the Gas Chamber*, *Ladies and Gentlemen*, Ozick's *The Shawl* (the volume including both "The Shawl" and the sequel, "Rosa"), Hersey's *The Wall*, Epstein's *King of the Jews*, Kosinsky's *The Painted Bird*, both Kineally's novel *Schindler's List* and the Spielberg film of that novel, Styron's *Sophie's Choice*, the recent film *Life is Beautiful*, Appelfeld's *Badenheim 1939*, Schwarz-Bart's *The Last of the Just*, and Spiegelman's *Maus*. We also read a few of the important histories

of the period, including those by Lucy Davidowicz (*The War Against the Jews, 1933-1945*) and Martin Gilbert (*The Holocaust: The Jewish Tragedy*). Working with a number of major memoirs, novels, and films about the Holocaust, the course discusses the following issues: How does one survive when the traditional assumptions on which civilized life are based break down? How does one discuss how memory transforms reality and how words transform memory? Can we speak ethically, when addressing the Holocaust? How can those of us who are not survivors write ethically about the Holocaust since, through our writing, we cannot make amends for not being victims? Why do some of those closest to events object to films like *Schindler's List*? What is the ethics of ethnocentrism? Can we define an ethics of Holocaust writing? How would such an ethics affect the aesthetics of representing the Holocaust—or, indeed, other historical atrocities?

ENGL 225 Poetry and Poetics of Difference (also COM L 225) (IV)

Spring. 4 credits. J. Monroe.

See COM L 225 for full course description.

[ENGL 235 Rewriting the Classics: Stories of Travels and Encounters (IV)]

4 credits. Next offered 2002-2003.

E. DeLoughrey.]

ENGL 263 Interpreting Hitchcock (also THETR 263) (IV)

Spring. 4 credits. Lab fee. Enrollment limited to 20. L. Bogel.

Through detailed analysis of about 15 of Hitchcock's major films—from early British talkies (*Blackmail*, *The Thirty-Nine Steps*), to early 40s work in Hollywood (*Shadow of a Doubt*, *Notorious*), and major American films of his late period (*Rear Window*, *Vertigo*, *North by Northwest*, *Psycho*, *The Birds*)—we consider Hitchcock as a major technical and stylistic innovator in the history of cinema. As texts for psychoanalytic and feminist approaches to study, his films invite questions about film language, the ethics of spectatorship, and the nature of desire and sexuality. For this writing-intensive seminar—including two essays, numerous reading responses, and viewing exercises in close analysis—students must be free to attend Monday late afternoon screenings of the films.

ENGL 266 Asian American Women and Literature (also AAS 266 and AM ST 266) (IV)

Fall. 4 credits. S. Davé.

This course explores the intersection of ethnicity, race, class, gender, and sexuality in the lives and literature of Asian American women. We discuss and analyze the historical, and contemporary social, political, and economic forces that have shaped women's lives and how they are reflected in literature. Our goal in the course is to explore and discover the diversity of voices in Asian American women's experiences and the similarities and commonalities of their social histories.

ENGL 268 Politics and Culture in the 1960s (also AM ST 268) (IV)

Spring. 4 credits. P. Sawyer.

Were the sixties a time of dangerous experimentation with drugs, sex, and alternative lifestyles on the part of a pampered generation that gradually learned to straighten up and join the mainstream? Or was it a time

of revolutionary hopefulness, when the civil rights movement and the Vietnam War stimulated an impassioned critique that changed American society? What can the experiences of young "boomers" contribute to a later generation, the first of the twenty-first century? The course explores these and other questions by focusing on the topics of racial justice, the Vietnam War, the counterculture, the New Left, the woman's movement and the movement for gay rights. Texts include *The Autobiography of Malcolm X*, *The Electric Kool-Aid Acid Test*, *Dispatches*, the poems of Allen Ginsburg and Adrienne Rich, films, music, speeches, and manifestos.

ENGL 273 Children's Literature (IV)

Fall. 4 credits. J. Adams.

An historical study of children's literature from the seventeenth century to the present, principally in Europe and America, which explores changing literary forms in relation to the social history of childhood. Ranging from oral folktale to contemporary novelistic realism (with some glances at film narrative), major figures include Perrault, Newbery, the Grimms, Andersen, Carroll, Alcott, Stevenson, Burnett, Kipling, the Disney studio, E. B. White, C. S. Lewis, Sendak, Silverstein, Mildred Taylor, and Bette Greene. We also encounter a variety of critical models—psychoanalytic, materialist, feminist, structuralist—that scholars have employed to explain the variety and importance of children's literature.

[ENGL 291 The American 1920s: Literature and Culture (also AM ST 291) (IV)]

4 credits. Next offered 2002–2003.
B. Maxwell.]

ENGL 292 Introduction to Visual Studies (IV)

Spring. 4 credits. T. Murray.
See A&S 200 for full course description.

Courses for Sophomores, Juniors, and Seniors

Courses at the 300 level are open to sophomores, juniors, and seniors and to others with the permission of the instructor.

ENGL 302 Literature and Theory (also ENGL 602 and COM L 302 and 622) (IV)

Fall. 4 credits. J. Culler.
Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings by Roland Barthes, Judith Butler, Jacques Derrida, Michel Foucault, Barbara Johnson, Jacques Lacan, and others. No previous knowledge of literary theory is assumed.

ENGL 308 Icelandic Family Saga # (IV)

Fall. 4 credits. This course may not be used as one of the three pre-1800 courses required of all English majors. T. Hill.
An introduction to Old Norse-Icelandic mythology and the Icelandic family saga—the "native" heroic literary genre of Icelandic tradition. Texts vary but normally include the *Prose Edda*, the *Poetic Edda*, *Hrafnkels Saga*, *Njals Saga*, *Laxdaela Saga*, and *Grettirs Saga*. All readings are in translation.

[ENGL 310 Old English in Translation # (IV)]

4 credits. Next offered 2001–2002.]

ENGL 311 Old English (also ENGL 611) # (IV)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. R. Farrell.

This course provides a grounding in the Old English language, and precedes the reading of some major texts in poetry, such as *The Wanderer* and *The Battle of Maldon*. No previous knowledge of Old or Middle English is required or expected. There is both a mid-term and a final, plus oral reports. Students are encouraged to follow their own interests. Graduate students are expected to do a substantial paper, or other research exercise.

ENGL 312 Beowulf (also ENGL 612) # (IV)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. T. Hill.
A close reading of *Beowulf*. Attention is given to relevant literary, cultural, and linguistic issues. One semester's study of Old English, or the equivalent, is recommended.

ENGL 313 The Structure of English (also LING 311) (III or IV)

Fall. 4 credits. M. Suner.
See LING 313 for full course description.

ENGL 314 Life, Literature, and Power in Late-Medieval England (also HIST 310) # (III or IV)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of all English majors. A. Galloway and P. Hyams.
See HIST 310 for full course description.

ENGL 319 Chaucer # (IV)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. R. Farrell.
This course will begin with the study of the major *Canterbury Tales* and some of his minor works, such as *The Book of the Duchess*. If time permits, we will read at least part of his great epic romance *Troilus and Criseyde*. All works will be read in Middle English, but ample time will be devoted to learning the language, for it is impossible to read Chaucer as a poet without Middle English. There will be lectures on Chaucer's life, society, literary, and religious content. There will be take-home, mid-, and end-of-term exams and student presentations.

ENGL 321 Spenser and Malory (also RELST 319) # (IV)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Informal lecture and discussion. Two papers, no exams. C. Kaske.

Paired selections covering about half of Malory's *Morte d'Arthur* and half of Spenser's *Faerie Queene*. The French Prose Arthurian Cycle, Chretien's romances, *Sir Gawain and the Green Knight*, and some of Spenser's minor poems are mentioned occasionally as background. Comparisons assess possible literary influence, the distinctive vision, style and narrative technique of each author as a writer of romance, and the development of Arthurian romance from the Middle Ages to the Renaissance.

[ENGL 327 Shakespeare: Gender and Power (also WOMNS 327) # (IV)]

4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2002–2003.]

ENGL 328 The Bible # (IV)

Fall. 4 credits. G. Teskey.
An introduction to the Bible as what William Blake called "the great code of art." The purpose of the course is to provide students of English literature with a basic knowledge of that literature's most important, underlying text. We examine such matters as the significance of the polemical division of the Bible into "old" and "new" testaments; the division of the Hebrew scriptures into narrative, legal, historical, and prophetic books; the structure of the new testament writings about Jesus, the Christian church, and history; the historical contexts for various parts of the Bible, in particular the fate of the Hebrew nation from about 1200 B.C. and of the early Christian church under the Roman empire; the resource of poetic imagery that Biblical writings have provided for three thousand years; and the unusual, imaginative power of prophecy. The King James Version (1611) is used.

ENGL 329 Milton # (IV)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. G. Teskey.
An introduction to the life, poetry, and ideas of John Milton, the most important English poet after Shakespeare.

ENGL 330 Restoration and Eighteenth-Century Literature # (IV)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. F. Bogel.
Close reading of texts in a variety of genres (poetry, fiction, drama, autobiography) are guided by such topics as: the nature of satire, irony, and mock-forms; the languages of the ridiculous and the sublime; the politics of gender and sexuality; the authority and fallibility of human knowledge; connections among melancholy, madness, and imagination. Works by such writers as Rochester, Behn, Finch, Dryden, Swift, Gay, Defoe, Johnson, Boswell, Sterne, and Cowper.

ENGL 333 The Eighteenth-Century English Novel # (IV)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. N. Saccamano.
A study of form and theme in the British novel tradition. The course focuses on representative novels mostly from the eighteenth century, paying close attention to language and structure but also to cultural contexts and to the development of the novel form itself. We explore such topics as truth and fiction; romance, realism, satire, and the gothic; heroic and mock-heroic modes; sentiment, sensibility, and sexuality; race and gender; and the forms and uses of narrative. Readings may include Behn's *Oroonoko*, Defoe's *Moll Flanders*, Richardson's *Clarissa*, Fielding's *Tom Jones*, Johnson's *Rasselas*, Sterne's *A Sentimental Journey*, and Austen's *Emma*.

ENGL 340 The English Romantic Period # (IV)

Fall. 4 credits. This course may not be used as one of the three pre-1800 courses required of all English majors. R. Parker.
Readings in various writers from the early 1790s to the early 1820s—among them Blake, Wordsworth, Wollstonecraft, Coleridge, Byron, Hazlett, Mary Shelley, Percy Shelley, and Keats—with major emphasis on poetry but with substantial attention to prose fiction, drama, letters, and political and literary essays.

The course is concerned with close reading of formal experiments in narrative, lyric and dramatic representation and with analysis of their relation to political and cultural issues and contexts in an age of national reform and international revolution and conflict.

[ENGL 345 Victorian Controversies # (IV)]

4 credits. Next offered 2002-2003.
S. Siegel.]

[ENGL 348 Studies in Women's Fiction (also WOMNS 348) (IV)]

4 credits. Next offered 2002-2003.]

ENGL 350 The Modern Tradition I: 1890-1930 (IV)

Fall. 4 credits. D. Schwarz.
Critical study of major works by Hardy, Conrad, Lawrence, Joyce, Woolf, Eliot, Yeats, Hopkins, Wilde, Wallace Stevens, and others. While the emphasis is on close reading of individual works we place the authors and works within the context of literary and intellectual history. The course seeks to define the development of literary modernism (mostly but not exclusively in England), and relate literary modernism in England to that in Europe and America as well as to other intellectual developments. We are especially interested in the relationship between modern literature and modern painting and sculpture, occasionally looking at slides.

ENGL 353 The Modern Indian Novel @ (IV)

Spring. 4 credits. S. Mohanty.
A survey of the modern Indian novel, from its origins in the latter part of the 19th century to the present. An attempt is made to read the novels as responses to colonialism and to the challenges of a postcolonial society. Texts (mainly novels, but also a few short stories) drawn from a variety of Indian languages as well as English, including works by such authors as U. R. Ananthamurthy, Rabindranath Tagore, Salman Rushdie, Gopinath Mohanty, Anita Desai, Fakir Mohan Senapati, Ambai, Prem Chand, Arundhati Roy, and R. K. Narayan. Two papers (5-6 pp. and 12-14 pp.) and a journal.

[ENGL 355 Decadence (also COM L 355 and WOMNS 355) (IV)]

4 credits. Next offered 2002-2003.]

[ENGL 356 Postmodernist Fiction (IV)]

4 credits. Next offered 2002-2003.]

ENGL 361 Early American Literature (also AM ST 361) # (IV)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required for the English major. J. Porte.
American literature and culture from the 1630s to the 1830s, including some of the following: prose and poetry of the Puritans (Winthrop, Bradford, Bradstreet, Rowlandson, Taylor, Cotton Mather) study of the witchcraft phenomenon; Edwards and Franklin; Tom Paine; Jefferson; Crèvecoeur; Rebecca Rush's *Kelroy*; selections from Irving's *Sketchbook*; the writing of William Apess; the poetry of Bryant; a novel by James Fenimore Cooper; the early work of Emerson and Hawthorne.

[ENGL 362 The American Renaissance (also AM ST 362) (IV)]

4 credits. Next offered 2002-2003.]

[ENGL 363 The Age of Realism and Naturalism (also AM ST 363) (IV)]

Fall. 4 credits. Next offered 2002-2003.]

[ENGL 364 American Literature Between the Wars (also AM ST 364) (IV)]

4 credits. Next offered 2002-2003.]

ENGL 366 The Nineteenth-Century American Novel (also AM ST 366) # (IV)

Fall. 4 credits. D. McCall.
A study of American fiction in its first flowering. This course includes such major works as Hawthorne's *The Scarlet Letter*, Melville's *Moby-Dick*, James's *The Portrait of a Lady*, and Mark Twain's *Adventures of Huckleberry Finn*.

ENGL 367 The Modern American Novel (also AM ST 367) (IV)

Spring. 4 credits. D. McCall.
A reading of some modern American writers of the first half of the twentieth century. Works by Hemingway, Fitzgerald, Faulkner. Lectures with some opportunity for discussion. Emphasis is on the individual works in their historical contexts.

ENGL 368 American Novel Since 1950 (also AM ST 368) (IV)

Fall. 4 credits. P. Sawyer.
A survey of some distinguished American novels of the recent past, with particular attention to narrative structure, and political implication. We explore the relationships between gender, ethnicity, and "Americanness"; between documentary realism and "magical" or satiric abstraction; and between traumatic memory and the impulse to narrate. Readings may include Bellow's *The Victim*, Nabokov's *Lolita*, Heller's *Catch-22*, Pynchon's *The Crying of Lot 49*, Doctorow's *The Book of Daniel*, Kingston's *The Woman Warrior*, and Morrison's *Beloved*.

ENGL 369 Fast Talking Dames and Sad Ladies (also WOMNS 369 and THETR 367) (IV)

Fall. 4 credits. Enrollment limited to 15.
Regular critical readings, frequent viewing questions, two longer essays, no exam. Students must be free to attend Monday and/or Tuesday late-afternoon screenings. \$20 lab fee. L. Bogel.

In this seminar focusing on brash heroines of Hollywood's 1940s films and 1990s films, we work to define romantic comedy and melodrama as genres; as vehicles for female stars, sassy or subdued; as ways of viewing the world. Psychoanalytic and feminist analyses of these films help us pose questions about gender and culture, about gendered spectatorship, about the relation of these films to American culture, about Hollywood's changing constructions of "woman," the "maternal," and the "feminine," and about representations of desire, pleasure, fantasy, and ideology. Required weekly screenings of such films as *Gilda*, *The Lady Eve*, *Gentlemen Prefer Blondes*, *Notorious*, *The Women*, *The Philadelphia Story*, *His Girl Friday*, *The Piano*, *Mrs. Dalloway*, *First Wives' Club*, *Silence of the Lambs*, *Girl Fight*, *Erin Brokovich*.

ENGL 370 The Nineteenth Century Novel # (IV)

Spring. 4 credits. J. Adams.
A survey of representative works by major British novelists from Austen to Hardy. As great writers in a realistic mode, these novelists explore the interplay of self and society, particularly the clash between traditional social orders—class, gender, marriage—and new forms of mobility and self-determination in the world's first industrial nation. We are especially interested in the

novel's preoccupation with domestic life, and reshaping of the familiar "marriage plot" in a world of great social and sexual anxiety. In short: love and money. Readings include works by Austen, Thackeray, Dickens, C. Brontë, Braddon, George Eliot, and Hardy.

[ENGL 372 English Drama to 1700 (also THETR 372) # (IV)]

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2002-2003. S. McMillin.]

[ENGL 373 English Drama from 1700 to the Present (also THETR 373) # (IV)]

4 credits. Next offered 2002-2003. S. McMillin.]

ENGL 376 Survey in African American Literature: 1918 to present (IV)

Spring. 4 credits. H. Spillers.
This course selects its readings from the genres of poetry, drama, fiction, and nonfiction produced by black American writers from the period of the Harlem Renaissance, to the present. Readings include poems by Harlem Renaissance poets, the poets of African-American modernism, i.e., Gwendolyn Brooks and Robert Hayden, and some of the poetry of the Black Arts Movement of the 60s, by way of Leroi Jones/Imamu Baraka's and Larry Neal's *Black Fire*; plays by Lorraine Hansberry, Ed Bullins, and August Wilson; nonfictional and fictional writings by Malcolm X, Martin Luther King, Nella Larsen, Jean Toomer, Zora Neale Hurston, Toni Morrison, and Nate Mackey. *Cane*, *The Autobiography of an Ex-Colored Man*, *Passing*, *The Autobiography of Malcolm X*, *Letter from an Birmingham Jail*, *Black Boy*, *Invisible Man*, *Flight to Canada*, *Oxherding Tales*, *Middle Passage*, *Jazz*, and *The Bedouin Hornbook* will be among the selected texts. The course is designed for majors, but is open to all interested students.

[ENGL 378 American Poetry Since 1950 (also AM ST 372) (IV)]

4 credits. Next offered 2002-2003.]

ENGL 381 Reading as Writing (IV)

See complete course description in section headed Expository Writing.

ENGL 382-383 Narrative Writing (IV)

See complete course description in section headed Creative Writing.

ENGL 384-385 Verse Writing (IV)

See complete course description in section headed Creative Writing.

ENGL 386 Philosophic Fictions (IV)

See complete course description in section headed Expository Writing.

ENGL 388 The Art of the Essay (IV)

See complete course description in section headed Expository Writing.

[ENGL 390 Autobiography: Memoir, Memory, and History (IV)]

4 credits. Next offered 2002-2003.]

[ENGL 395 Video: Art, Theory, and Politics (also THETR 395) (IV)]

4 credits. Next offered 2002-2003. T. Murray.]

[ENGL 396 Introduction to Global Women's Literature (also WOMNS 396) @ (IV)]

4 credits. Next offered 2002-2003. E. DeLoughrey.]

ENGL 397 Policing and Prisons in American Culture (also AM ST 395) (IV)

Spring. 4 credits. B. Maxwell.

Having attained the highest number of incarcerated persons of any nation on earth, while subjecting the citizenry to ordeals that most recently bear the names King, Louima, and Diallo, United States regimes of policing and imprisonment compel historical and critical attention. This course considers policing and imprisonment in United States culture, stressing prisoners' writing, song, slang, and graphic art. Edgar Allan Poe wrote in 1849: "in looking back through history... we should pass over all biographies of 'the good and great,' while we search carefully the slight records of wretches who died in prison, in Bedlam, or upon the gallows." These records—novels, stories, poems, plays, raps, songs, essays, autobiographies, letters, manifestos, paintings, drawings, crafts, and tattoos—are of course less slight now than they were in Poe's day; they make up the greater part of our source material. In addition to work by imprisoned people, readings draw on carceral theory, activist documentation, and the history of criminal justice. Finally, we consider questions raised by noncriminal confinement in U.S. history: slavery, indentured servitude, the reservation system for indigenous peoples, prisoners of war in the Civil War, the wartime internment of Japanese Americans, and carceral and punitive operations of the Immigration and Naturalization Service.

Courses for Advanced Undergraduates

Courses at the 400 level are open to juniors and seniors and to others by permission of instructor unless other prerequisites are noted.

ENGL 401 The Transoceanic Imagination (also ENGL 601 and S HUM 410) (IV)

Fall. 4 credits. E. DeLoughrey.

See S HUM 410 for full course description.

ENGL 402 Literature as Moral Inquiry (IV)

Fall. 4 credits. S. Mohanty.

What can literary works, especially novels and short stories, tell us about moral issues? Should they be seen as suggesting a form of moral inquiry similar to the kind of philosophical discussion we get in, say, Aristotle's *Nicomachean Ethics*? Do they deal with the same range of issues? Can reading philosophical works in ethics together with novels that deal with similar themes help us understand these themes better? This course is an attempt to answer these questions. We read selections from key texts in moral philosophy, including works by Aristotle, Kant, Marx, Nietzsche. Our attempt is to use these works to help us understand the nature of moral debate and inquiry in novels like Eliot's *Middlemarch*, James's *Portrait of a Lady*, Morrison's *Beloved*, Woolf's *Mrs. Dalloway*, Conrad's *Heart of Darkness*, and Achebe's *Things Fall Apart*. Other writers we will probably read include Nadine Gordimer, Doris Lessing, and Kazuo Ishiguro. The emphasis is on close reading, with particular attention to the relationship between formal elements (such as the use of narrative techniques) and the moral questions the texts organize and explore. Assignments include two papers and a journal.

[ENGL 403 Studies in American Poetry: Great Books, 1855–1926 (also AM ST 403) (IV)]

4 credits. Next offered 2002–2003.

R. Gilbert.]

ENGL 404 History Into Fiction: Nazis and the Literary Imagination (also COM L 404 and GERST 414) (IV)

Fall. 4 credits. Two papers; no exam.

E. Rosenberg.

The twelve years of Hitler's rule remain the "longest," most critical years of the twentieth century. We read some eight to ten texts by Anglophone and Continental novelists and short-story writers (and a few playwrights and poets) that explore the salient features of the regime: the Weimar background (Thomas Mann's "Disorder and Early Sorrow," Isherwood's *Goodbye to Berlin*); Hitler's rise to power (Mann's "Mario and the Magician," Brecht's *Arturo Ui*, Sartre's "Childhood of a Leader"); civilian life in Nazi Germany (Brecht's "Jewish Wife" and other one-acters, Günter Grass's *Tin Drum*); World War II and the Occupation of Europe (Nabokov's "That in Aleppo Once," Heinrich Böll's short fiction, Camus's *The Plague*); the genocide (Peter Weiss's *The Investigation*, Borowski's *This Way for the Gas*, Ozick's "The Shawl" and "Rosa"; lyrics by Celan, Nelly Sachs, Anthony Hecht). Mondays and Wednesdays are devoted to discussions of the readings; Fridays to twenty-minute oral reports by students on texts dealing with specific topics related to the course, from the Berlin Olympics to the role of the clergy, from Weimar culture to neo-Nazism, from the cult of Richard Wagner to "Aryan" physics, from "autobiographies" of the perpetrators to autobiographies of the survivors. Ancillary materials from the instructor's private documentation of life under the Nazis.

[ENGL 413 Middle English (also ENGL 613) # (IV)]

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2003–2004.]

[ENGL 416 Chaucer and the Politics of Love # (IV)]

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2002–2003.]

ENGL 417 Early Medieval Archaeology and Literature (also ENGL 617 and ARKEO 417 and GNT) # (IV)

Spring. 4 credits. Prerequisite: permission of instructor. This course may be used as one of the three pre-1800 courses required of English majors.

This course is intended to provide an overview of the early middle ages in what is now called Great Britain. A massive amount of evidence on the material culture has come to light in the past 50 years, evidence which permits us a far better comprehension of written sources. We start with a reading of the great Old English epic *Beowulf* and a close study of the material culture of a society in transition from pagan Germanic to cosmopolitan Christian culture. Our next focus is Bede's *Ecclesiastical History of the English People* and the material evidence for the complex cultural developments in England, Ireland, Scandinavia, and the continent. There are frequent student oral reports, a take-home midterm, and a take-home final OR extended research paper. Graduate students are

expected to do more detailed oral reports and research papers.

ENGL 418 Racial Democracy in the Americas (also S HUM 418 and ENGL 613) (IV)

Spring. 4 credits. Z. Nunes.

See S HUM 418 for full course description.

ENGL 424 Spenser (also ENGL 624) # (IV)

Fall. 4 credits. C. Kaske.

This course covers, either in whole or in part, almost all the works Spenser wrote—his epic *The Faerie Queene*, his epithalamion, mock-epyllion, pastorals, picaresque tale in verse, Neoplatonic hymns, sonnet-sequence, and prose colonialist treatise. Spenser has something for everybody. The Bible, Aristotle's *Ethics*, classical pastorals and ethics, medieval romances, and the works of Dante, Chaucer, Petrarch, Ariosto, Tasso, Sidney, and Milton are brought in for comparison. Some attention is given to pedagogy and to rhetoric and versification. Political readings alternate with text-centered, formalist readings. Other concerns are intertextuality, self-contestation, gender, genre, the constructions of the sexually and politically alien, public and private virtues, and the interplay of hierarchical with egalitarian paradigms. Lecture and discussion. Everyone participates in class discussion and writes one brief paper of at least 8 pages; those enrolled for a letter grade also give a brief oral report and write a long paper, preferably on the epic. Open to graduate students and to undergraduate juniors and seniors.

ENGL 429 Adam's Rib and Other Divine Signs: Reading Biblical Narrative (also RELST 429) # (IV)

Spring. 4 credits. L. Donaldson.

One of the most exciting developments in the field of biblical studies has been the introduction of new literary and critical methodologies to the texts of the Jewish and Christian Testaments. Reading the Bible through the lenses of semiotics, new historicism, deconstruction, cultural studies, postcolonialism, and feminism has posed a significant challenge to more traditional modes of biblical interpretation. This advanced undergraduate course introduces students to these new and provocative ways of reading biblical narrative. Rather than covering the entire Bible, the course instead focuses on stories and passages foregrounding specific critical issues. For example, feminist critics have examined why the book of Judges symbolically perpetrates violence against women (through the narratives of the Levite's concubine, Jephthah's daughter and the Benjaminite women), while semioticians have privileged the Judges story of Samson and Delilah. Postcolonial critics have interrogated such passages as Matthew's "great commandment" as well as the Johanne story of the woman at the well, while those in cultural studies have paid particular attention to the construction of a multicultural church in Luke/Acts. In this course, students read portions of Genesis and Exodus, Judges, Ruth, I and II Samuel, and the book of Daniel; from the Christian Testament, we read selections from Mark and Matthew as well as the Gospel of John. Course texts include J. P. Fokkema, *Reading Biblical Narrative: An Introductory Guide*; Mieke Bal, *Lethal Love: Feminist Literary Readings of Biblical Love Stories*; Gale A. Yee, ed., *Judges & Method: New Approaches in Biblical Studies*; R.S. Sugirtharajah, ed., *The*

Postcolonial Bible, and selected essays by Robert Alter, Musa Dube, Laura Donaldson, Yairah Amit, Stephen Moore and the Bible and Culture Collective.

ENGL 430 Literature As History: The Americas (also AM ST 430.03) (IV)

Fall. 4 credits. B. Maxwell.
See AM ST 430.03 for full course description.

ENGL 434 Electronic Art and Culture (IV)

Fall. 4 credits. This course may be counted toward the Visual Studies major. Prerequisite: permission of instructor. Requirements: 2 medium length papers (7-8 pages), visual project (hypertext or image), seminar presentation. Some advanced knowledge of either the artistic or theoretical context is helpful. T. Murray.

The course analyzes the "interface" between recent projects in electronic art and theories of digital culture. Artifacts studied include video and audio installations, web art, CD-Rom art, and digitized cinema. We study both process and content with an emphasis on the role of historical and ideological representation in the works discussed. Special consideration is given to issues such as memory, sexuality, cultural identity, and virtuality. Theorists read include: Bellour, Mercer, Rodowick, Zimmermann, Druckrey, Kroker, Virilio, Morse, Hershman, and Gomez-Pena. Artists to be studied, including, Piper, Stelarc, Woolery, Tamblyn, Marker, McCoys, Shaw, Oursler; can be previewed at: <http://contactzones.cit.cornell.edu/>.

ENGL 437 Fiction(s) of Race, Fact(s) of Racism: Perspectives from South African and Afro-American Literatures @ (IV)

Spring. 4 credits. B. Jeyifo.
This course examines works of South African and Afro-American fiction and drama in light of the powerful claim that "race" is a socially constructed fiction with no scientific, rationally provable basis to it. The works explored in the course also see race as a fiction, but consistent with the dialectics of artistic representation, they juxtapose the fiction of race to the fact(s) of racism to pose the fundamental question: Can we imagine a time, a place, a world where racism, like "race," will become fiction? Authors examined include Baraka, Morrison, Naylor, August Wilson, Gordimer, Nkosi, Fugard, and Coetzee.

[ENGL 439 Austen in the Eighteenth Century # (IV)]

4 credits. Next offered 2002-2003.]

[ENGL 443 The Dandy in London and Dublin # (IV)]

4 credits. Next offered 2002-2003.
S. Siegel.]

ENGL 446 Victorian Poetry # (IV)

Spring. 4 credits. D. Mermin.
Reading of poems by Tennyson, Elizabeth Barrett Browning, Robert Browning, Matthew Arnold, Emily Brontë, Christina Rossetti, Swinburne, and others. Since women made their first serious inroads into the poetic canon during this period, while gender categories became problematic for both male and female poets, we pay particular attention to issues of gender and sexuality. We also think about the relation of poetry to religion, science, and social change; colonialism; the sources of cultural authority; and the way all these matters are reflected in genre and style.

[ENGL 448 The American Short Story (IV)]

Fall, spring, or summer. 4 credits. Next offered 2002-2003.]

[ENGL 452 Wilde and Woolf: On Style (also ENGL 652) (IV)]

4 credits. Next offered 2002-2003.
S. Siegel.]

ENGL 454 American Musical Theatre (also MUSIC 490 and THETR 454) (IV)

Spring. 4 credits. Prerequisite: ENGL 272 or THETR 240-241 plus some ability to read music. Limited to 15 students. S. McMillin.

A close reading of some seven or eight leading examples of the American musical, together with their sources, from *Showboat* to *Sweeney Todd*. A chronological approach gives a historical basis to the course, but the primary concern is learning how to analyze musical drama and how to handle the problems and opportunities of interpretation integral to this complex theatrical form. Readings include Kern and Hammerstein's *Show Boat* and its source, Edna Ferber's novel of the same name; Rogers and Hammerstein's *Oklahoma!* and its source, Lynn Riggs' *Green Grow the Lilacs*; Loesser and Burrows' *Guys and Dolls* and its source, stories by Damon Runyon; Bernstein and Sondheim's *West Side Story* and its source, Shakespeare's *Romeo and Juliet*; Kander and Ebb's *Cabaret* and its source, Isherwood's *Berlin Stories*.

ENGL 456 Postmodern Novel (also ENGL 656) (IV)

Fall. 4 credits. M. Hite.
Experimental fiction written between 1962 and 1988, ranging from the encyclopedic (Thomas Pynchon's *Gravity's Rainbow*, Doris Lessing's *The Golden Notebook*) to the gnomic (some of Borges' *Ficciones*, stories by John Barth and Angela Carter). Other novels include Bellow's *Herzog*—taken as an example of a contemporary novel that is not postmodernist—Margaret Atwood's *Lady Oracle* and Robert Coover's *The Universal Baseball Association*. We are particularly concerned with ways in which these fictions address conventions of realism and modernism, with the strategies of reading that they elicit or seem to elicit, and with questions of canonicity and gender.

ENGL 458 Imagining the Holocaust (also ENGL 658, JWST 458 and 658, COM L 483 and 683) (IV)

Spring. 4 credits. D. Schwarz.
What is the role of the literary imagination in keeping the memory of the Holocaust alive for our culture? We examine major and widely read Holocaust narratives which have shaped the way we understand and respond to the Holocaust. As we move further away from the original events, why do the kinds of narratives with which authors render the Holocaust horror evolve to include fantasy and parable? Employing both a chronological overview and a synchronic approach—which conceives of the authors having a conversation with one another—we discover recurring themes and structural patterns in the works we read.

We begin with first person reminiscences—Wiesel's *Night*, Levi's *Survival at Auschwitz*, and *The Diary of Anne Frank*—before turning to searingly realistic fictions such as Hersey's *The Wall*, Kosinski's *The Painted Bird*, and Ozick's "The Shawl." In later weeks, we explore diverse kinds of fictions and discuss the mythopoeic vision of Schwarz-Bart's *The Last of the Just*, the illuminating distortions of

Epstein's *King of the Jews*, the Kafkaesque parable of Appelfeld's *Badenheim 1939*, and the fantastic cartoons of Spiegleman's *Maus* books. We shall also include Kineally's *Schindler's List*, which was the source of Spielberg's academy award winning film, and compare the book with the film.

ENGL 459 Contemporary British Drama (IV)

Spring. 4 credits. S. McMillin.
English theatre in the second half of the twentieth century, with special attention to Tom Stoppard (*Arcadia*, *Rosencrantz and Guildenstern are Dead*), Harold Pinter (*The Homecoming*, *Mountain Language*, *Moonlight*), and Caryl Churchill (*Cloud Nine*, *Top Girls*), along with plays by Sarah Kane, David Edgar, Michael Frayn, Edward Bond, and Peter Shaffer. The importance of the Royal Court Theatre, the effect of The National Theatre and The Royal Shakespeare Company, the role played by the Fringe, and the political impact of Thatcherism and its aftermath are important considerations.

[ENGL 460 Riddles of Rhythm (IV)]

4 credits. Next offered 2002-2003.
D. Fried.]

ENGL 461 Asian Americans and Popular Culture (also AAS 461) (IV)

Fall. 4 credits. S. Davé.
This course examines how Asian Americans are represented and represent themselves in American forms of popular culture such as literature, television, film, print media, and various other forms of modern culture. We will explore the cultural contexts of the term "Asian American" that define its visibility and marketability in contemporary times. Some questions we will address include: Is there an Asian American aesthetic and if so, how is it characterized? What are the consequences of the consumption of ethnic products by a mainstream audience? What are the ramifications of mass marketing for Asian American writers, producers, and artists?

[ENGL 462 Between Aztlan and Queens: Latina Culture and the Making of Space (also LSP 462) (IV)]

4 credits. Next offered 2002-2003.
M. P. Brady.]

[ENGL 464 Emerson and Poe (IV)]

4 credits. Next offered 2002-2003.
R. Morgan.]

ENGL 466 James on Film (IV)

Spring. 4 credits. D. Fried.
Study of selected films adapted from Henry James's novels involves close reading of the novels and detailed analysis of the films, with a constant eye to the different ways moviegoers and readers make sense of stories. James's aspirations as a dramatist, his writings on theater and photography, and controversies about the interpretation of the novels are also important in exploring how James's stories have been retold by filmmakers. The aim of the course is not to determine whether James has been justly served by the movies, but to consider what novels adapted to films can tell us about the conventions and resources peculiar to film and to prose fiction. Recurrent issues include authorship and authority, point of view, levels of representation, visual and verbal style, the camera as storyteller, acting and character, literary and filmic allusion, and relations between literature and the other arts. Works and films may include *Daisy Miller*, *The Turn of the Screw*, *The Innocents*, *Washington*

Square/The Heiress, The Bostonians, and The Portrait of a Lady. To highlight the idiosyncratic problems of using Jamesian prose as the basis for film, there may be some attention to film adaptations of fiction by Edith Wharton and others.

ENGL 468 Baldwin, Brooks, and Baraka (IV)

Spring. 4 credits. K. McClane.
An in-depth analysis of the writings of Gwendolyn Brooks, James Baldwin, and Amiri Baraka, focusing on the aesthetic, political, and social importance of, arguably, the three most significant African American writers of the last 50 years. Readings include Brooks's *In The Mecca* and *Selected Poems*; Baldwin's *The Fire Next Time*, *If Beale Street Could Talk*, *Another Country* and *Just Above My Head*; and Baraka's *The Dead Lecturer*, *Tales*, *The Dutchman* and *Transbluesency*.

ENGL 469 Faulkner (also AM ST 469) (IV)

Fall. 4 credits. H. Spillers.
This course examines selected writings of William Faulkner, beginning with some of the early novels (*The Sound and the Fury*, *Light in August*, *Absalom, Absalom!*) and concluding with *A Fable*. We will consider Faulkner's impact as a maker of myth and as one of the leading figures of a literary discourse that creates a modernist sensibility in American letters. As a southern writer, Faulkner is traditionally confined to the character study of exotic types, but his systemic fictional exploration of "violence and the sacred" provides a powerful clue to the larger issue of a national identity. Faulkner, in his own terms, dared to imagine "culture" as a problem for fiction. This course considers the outcome.

ENGL 470 Studies in the Novel: Forms of American Fiction: The Short Story Collection as Novel (also AM ST 470) (IV)

Fall. 4 credits. Limited to 20 students.
L. Herrin.
The claim has been made that the modern short story originated with Edgar Allen Poe and as such represents America's contribution to world letters. I have my doubts about that claim, but lately I have been struck by the number of books of stories that seem to want to be read as novels, and I've begun to wonder if this might be a peculiarly American literary phenomenon. These books of linked stories span the twentieth century, from Sherwood Anderson's *Winesberg, Ohio* to Denis Johnson's *Jesus' Son*. Some of our most famous authors (Hemingway, Faulkner, Welty) have worked in this undeclared genre. (Others who could be considered are Katherine Anne Porter, Harold Brodkey, Grace Paley, Louise Erdrich, and Tim O'Brien.) In this course we read nine or ten of them with an eye to what is gained and what is lost when stories are collected and considered in this manner. Students are expected to read the works carefully, contribute to class discussion, and write wise, speculative essays.

[ENGL 475 Studies in the Twentieth Century: Writers' Writers in Twentieth-Century Literature (IV)]
4 credits. Limited to 20 students. Next offered 2002–2003. L. Herrin.]

[ENGL 476 Global Women's Literature (also WOMNS 476) (IV)]
4 credits. Next offered 2002–2003.]

[ENGL 477 Studies in Native American Literature: Native American Literature and Criticism (also ENGL 677) (IV)]

4 credits. Next offered 2002–2003. Staff.]

[ENGL 479 Jewish-American Writing (also AM ST 479 and JWS 478) (IV)]
4 credits. Next offered 2002–2003. J. Porte.]

ENGL 480–481 Seminar in Writing (IV)

Fall, 480; spring 481. 4 credits.
See complete description in section headed Creative Writing.

[ENGL 483 Seminar in Comparative Twentieth-Century Anglophone Drama (IV)]

4 credits. Next offered 2002–2003.
B. Jeyifo.]

ENGL 487 Writing About Literature (IV)

Fall. 4 credits. F. Bogel.
Why do we write about literature and "interpret" it instead of just "reading" it? Are some interpretations better than others? Truer? If there are many different modes of criticism, does the field of "English" have a coherent identity? This course does not conduct a broad survey of theories but investigates a few critical approaches and attempt to apply them practically to a small selection of literary texts. The aim is less an acquaintance with theory than an enlargement of critical possibilities and a reflection on the undertaking of literary interpretation itself. The critical schools explored include a few of the following: New Criticism (American Formalism), structuralism, deconstruction, feminism, New Historicism, and the literary critical/rhetorical analyses of Kenneth Burke. Literary texts will likely include a Shakespeare play, a variety of lyric poems, and several short stories.

[ENGL 490 Literatures of the Archipelagoes: Caribbean and Pacific "Tidialectics" @ (IV)]

4 credits. Next offered 2002–2003.
E. DeLoughrey.]

ENGL 491 Honors Seminar I

Fall. 4 credits. Open to students in the Honors Program in English or related fields, or by permission of instructor.
S. McMillin.

Early Shakespeare. Close reading of major texts, intended to introduce the critical and scholarly questions important in Shakespeare studies today. Readings include such plays as *Midsummer Night's Dream*, *Merchant of Venice*, *Henry IV Parts One and Two*, *Henry V*, *Othello*, *King Lear*, *Winter's Tale*. Assignments fall at the rate of about one play and one critical essay per week. Reports, short papers, a term paper.

ENGL 492 Honors Seminar II

Spring. 4 credits. Open to students in the Honors Program in English or related fields, or by permission of instructor.

Section I: Reading Joyce's *Ulysses* D. Schwarz.

A thorough, episode-by-episode study of the art and meaning of Joyce's *Ulysses*. We explore the relationship between it and the other experiments in modernism and show how *Ulysses* redefines the concepts of epic and hero. We also view *Ulysses* to address major issues in literary study and to test various critical and scholarly approaches. Such a self-conscious inquiry into theories and methods should prepare students to confront other complex texts, as well as help them

define their own critical positions as they plan their senior honors theses.

Section II: Women and the Novel Form L. Brown.

This course raises central questions about the role of gender in the study of literature by exploring the development of the female-authored novel from the seventeenth to the twentieth century. Readings include Aphra Behn's *Oroonoko*, Fanny Burney's *Evelina*, Jane Austen's *Emma*, Charlotte Brontë's *Jane Eyre*, Virginia Woolf's *A Room of One's Own* and *Mrs. Dalloway*, and Toni Morrison's *Sula*. These works raise issues of race and slavery, love and marriage, sexuality and homosexuality, history and women's history, and writing itself. Students in the class will work together to develop strong close readings of the texts and to explore the contexts in which they were written. These discussions are the basis for an evolving assessment of the status of a work authored by a woman. Is it shaped in a distinctive way? Does it evoke a specific response? Does it register an unusual apprehension of the psyche? Does it display a unique relation to sexuality? Does it intersect with its context, or with history, in a particular or unconventional fashion? Does it have a special relation to language, ideology, or culture? Students are asked to participate in discussion, and to write two short papers and a final research paper.

ENGL 493 Honors Essay Tutorial I

Fall or spring. 4 credits. Prerequisites: senior standing and permission of Director of the Honors Program.

ENGL 494 Honors Essay Tutorial II

Fall or spring. 4 credits. Prerequisites: English 493 and permission of Director of the Honors Program.

ENGL 495 Independent Study

Fall or spring. 2–4 credits. Prerequisites: Permission of departmental adviser and director of undergraduate studies.

ENGL 496 Decolonizing Identities and Values (IV)

Spring. 4 credits. S. Mohanty.
A close analysis of four novelists who have written, directly or indirectly about the theme of decolonization: Chinua Achebe, Toni Morrison, Salman Rushdie, and Leslie Marmon Silko. Our focus is on the decolonization of social and cultural identities, and the values that accompany the colonized identities as well as the process of decolonization. Selected theoretical readings on decolonization and identity will help inform and orient our discussions, but much of the time is spent pursuing close readings of a few novels and developing frameworks for comparative analyses of the aesthetic and socio-political visions of these writers. Two papers required, one 6–8 pages, and one 14–18 pages.

Courses Primarily for Graduate Students

Permission of the instructor is a prerequisite for admission to courses numbered in the 600s. These are intended primarily for graduate students, although qualified undergraduates are sometimes admitted. Undergraduates seeking admission to a 600-level course should consult the instructor. The list of courses given below is illustrative only; a definitive list, together with course

descriptions and class meeting times, is published in a separate department brochure before course enrollment each term.

Graduate English Courses for 2001-2002
Fall

- ENGL 600 Colloquium for Entering Students**
M. Hite.
- ENGL 601 The Transoceanic Imagination (also ENGL 401 and S HUM 410)**
E. DeLoughrey.
- ENGL 602 Literature and Theory (also ENGL 302 and COM L 302/622)**
J. Culler.
- ENGL 611 Old English (also ENGL 311)**
R. Farrell.
- ENGL 619 Chaucer**
W. Wetherbee.
- ENGL 624 Spenser (also ENGL 424)**
C. Kaske.
- ENGL 627 Shakespeare: Shakespeare and the Theatre**
S. McMillin.
- ENGL 635 Native Encounters: 1660-1914**
L. Brown and L. Donaldson.
- ENGL 639 Studies in Romantic Literature: Byron, Hazlitt, Shelley, Keats, and the Issues of Romanticism**
R. Parker.
- ENGL 644 Studies in Victorian Poetry**
J. Adams.
- ENGL 656 Postmodern Novel**
M. Hite.
- ENGL 663 American Fiction 1880-1918**
J. Porte.
- ENGL 669 Narrative and Queer Sexuality: An Introduction**
K. McCullough.
- ENGL 698 Broken English: English Literature in a Postcolonial/Postmodern Frame**
B. Jeyifo.
- ENGL 780.01 MFA: Poetry Seminar**
K. McClane.
- ENGL 780.02 MFA: Fiction Seminar**
M. McCoy.
- ENGL 785 Reading for Writers**
A. Lurie.

Spring

- ENGL 607 Dante's Divine Comedy (also ITAL 427/627)**
W. Wetherbee.
- ENGL 612 Beowulf**
T. Hill.
- ENGL 613 Racial Democracy in the Americas (also S HUM 418 and ENGL 418)**
Z. Nunes.
- ENGL 617 Early Medieval Archaeology and Literature (also ENGL 417, ARKEO 417/617)**
R. Farrell.
- ENGL 626 The Literature of Empire in the Renaissance (also COM L 665)**
W. Cohen.

ENGL 629 Milton
G. Teskey.

ENGL 631 Politics and the Passions: Hobbes to Rousseau (also COM L 631)
N. Saccamano.

ENGL 634 A Thousand Points of Language: The Diaspora of "The New Criticism"
F. Bogel.

ENGL 657 Twentieth Century Experimental Novel
M. Hite.

ENGL 658 Imagining the Holocaust (also ENGL 458, JWST 458/658, COM L 483/683, GERST 457/657)
D. Schwarz.

ENGL 661 Finding America: Sex, Race, and Conquest in Early Narratives
S. Samuels.

ENGL 664 Studies in American Poetry: Walt Whitman and the Twentieth Century
R. Gilbert.

ENGL 676 Theory and Poetics of the Novel
H. Shaw.

ENGL 696 Decolonizing Identities and Values
S. Mohanty.

ENGL 699 Studies in African American Literature: Black Women Writing at the Intersection
H. Spillers.

ENGL 703 Theorizing Film
T. Murray.

ENGL 710 Advanced Old English
T. Hill.

ENGL 781.01 MFA: Poetry Seminar
A. Fulton.

ENGL 781.02 MFA: Fiction Seminar
L. Herrin.

ENGLISH FOR ACADEMIC PURPOSES

D. Campbell, director; S. Schaffzin, F-H Yap

Note: Courses and credits do not count toward the B.A. degree.

ENGLF 205 English as a Second Language

Fall. 4 credits. Prerequisite: placement by examination. S. Schaffzin.

An all-skills course emphasizing listening and speaking, with some writing practice. Students also meet individually with the instructor.

ENGLF 206 English as a Second Language

Spring. 3 credits. Prerequisite: ENGLF 205 or placement by examination. S. Schaffzin. A writing class for those who have completed ENGLF 205 and need further practice, or for those who place into the course. Individual conferences are also included.

ENGLF 209 English as a Second Language

Fall or spring. 1 credit. Prerequisite: permission of instructor. S. Schaffzin.

Practice in classroom speaking and in informal conversational English techniques for gaining information. Students also practice giving informal presentations. Individual conferences with the instructor supplement class work.

ENGLF 210 English as a Second Language

Spring. 1 credit. Prerequisite: permission of instructor. S. Schaffzin.

Practice in academic speaking. Formal classroom discussion techniques and presentation of information to a group. Presentations are videotaped and reviewed with the instructor. Individual conferences supplement class work.

ENGLF 211 English as a Second Language

Fall, spring, or summer. 3 credits. Prerequisite: placement by examination. D. Campbell.

Academic writing with emphasis on improving organization, grammar, vocabulary, and style through the writing and revision of short papers relevant to students' fields. Frequent individual conferences supplement class work.

ENGLF 212 English as a Second Language

Spring. 3 credits. Prerequisite: permission of instructor. Enrollment is restricted to 12 on a first-come, first-served basis. D. Campbell.

Research paper writing. For the major writing assignment of this course, the students must have a real project that is required for their graduate work. This can be a thesis proposal; a pre-thesis; part of a thesis, such as the literature review or discussion section; a paper for another course or a series of shorter papers (with permission of the other instructor); or a paper for publication. Time limitations make it difficult to deal with work over 20 pages in length. Course work involves practice in paraphrase, summary, the production of cohesive, coherent prose, vocabulary use, and grammatical structure. Frequent individual conferences are a necessary part of the course. Separate sections for Social Sciences/Humanities and for Science/Technology.

ENGLF 213 Written English for Non-Native Speakers

Spring. 3 credits. Prerequisite: permission of instructor. S. Schaffzin.

Designed for those whose writing fluency is sufficient for them to carry on regular academic work but who want to refine and develop their ability to express themselves clearly and effectively. Individual conferences supplement class work.

First-Year Writing Seminar

ENGLB 115-116 English for Later Bilinguals

For description, see first-year writing seminar brochure.

INTENSIVE ENGLISH PROGRAM

105 Morrill Hall

J. M. Mancusi, director; E. J. Beukenkamp, R. L. Feldman, K. U. Golkowska, M. Johns, M. T. Lovell, J. G. Luks, L. Porterfield, S. L. Vann, S. Yates

This noncredit, nondegree program provides full-time intensive English as a second language instruction as well as academic, social, and cultural orientation to the United States and its institutions. The aim of the program is for participants to acquire proficiency in the language in order to pursue goals in English for academic, business, professional, or personal purposes.

Programs are offered both fall and spring semesters and in the six-week summer session (from late June to early August). Participants receive a minimum of 20 hours of classroom instruction weekly in speaking, listening, reading, writing, and grammar, which are taught at all levels from low intermediate through very-high advanced. Applicants must be at least 17 years of age, hold the equivalent of a high school diploma, and have had some previous study of English. Participants receive a Certificate of Eligibility (Form I-20) to obtain an F-1 visa.

Students who have gained full admission to or who are already registered in degree-granting programs at Cornell should consult the section "English for Academic Purposes" (series ENGLF).

The Intensive English Program is coordinated by the director, Jeanette Mancusi. Information and application materials are available directly from the program at: Cornell University, Intensive English Program, Morrill Hall, Ithaca, NY 14853-4701, U.S.A.; tel. 607/255-4863; fax 607/255-7491; e-mail CUIEP@cornell.edu; web page: <http://languagecenter.cornell.edu/iep/>

FILM

See Department of Theatre, Film and Dance.

FRENCH

See Romance Studies.

FIRST-YEAR WRITING SEMINARS

For information about the requirements for writing seminars and descriptions of seminar offerings, see "Special Programs and Interdisciplinary Studies" at the end of the Arts and Sciences section of this catalog and consult the John S. Knight Institute brochure, available from college registrars in August for the fall term and on the web in October at www.arts.cornell.edu/knight_institute for the spring term.

GERMAN STUDIES

L. Adelson, chair; P. Gilgen, director of undergraduate studies; A. Schwarz, director of graduate studies; D. Bathrick, M. Briggs (Dutch), B. Buettner, H. Deinert, I. Ezergailis (Emerita), A. Groos, P. U. Hohendahl, G. Lischke, B. Martin, L. Trancik (Swedish), G. Waite

The Department of German Studies offers students a wide variety of opportunities to explore the literature and culture of German-speaking countries, whether as part of their general education, a major in German Studies, or a double major involving another disci-

pline, or as preparation for graduate school or an international professional career. Courses are offered in German as well as in English translation; subjects range from medieval to contemporary literature and from film and visual culture to intellectual history, music, history of psychology, and women's studies.

The department's offerings in English begin with a series of First-Year Writing Seminars introducing various aspects of German literature (the fairy-tale and romantic consciousness, twentieth-century writers such as Kafka, Hesse, Mann, Brecht), theorists such as Marx, Nietzsche and Freud, issues in mass culture and modernity, problems of German national identity/ies, and cinema and society. Courses in English translation at the 300 and 400 levels explore such topics as the Faust legend, aesthetics from Kant to Heidegger, Freud and his legacy, opera from Mozart to Strauss, the German novel, political theory and cinema, the Frankfurt School, and feminist theory. It may be possible to arrange a German section for courses taught in English, either informally or formally (for credit). Students are encouraged to discuss this possibility with instructors.

Students wishing to begin German language at Cornell enroll in GERST 121-122, 123 (elementary language level). Students then continue with intermediate level courses, which provide further grounding in the language as well as introduce German literature and cultural studies. The sequence GERST 205-206 provides language instruction for business German leading to certification. On the advanced level (300 level or above), we offer thematically oriented courses that include intensive grammar review (301, 302, 306); literature and culture study courses in German, including the Senior Seminar; and seminars of interdisciplinary interest taught in English. Addressing a broad spectrum of topics in German culture, our courses at the advanced level appeal to German majors and other qualified students alike.

(Note: beginning in spring 1998, GERST 201 and GERLA 203 were placed by GERST or GERLA 200.)

Sequence of courses

Courses in German:

Elementary level: GERST 121-122, after completion, placement into GERST 123 or 200, 205

Intermediate level: GERST 200, 202, 204, and 205-206

Advanced level: GERST 301, 302, 306, 307, 410.

Courses in German or English:

Further 300- and 400-level literature and culture courses (see course descriptions)

Advanced Standing

Students with an AP score of 4 or better are automatically granted three credits in German. Students with an AP score of 4 or better, an LPG score of 65 or higher, or an SAT II score of 680 or higher must make the CASE examination for placement in courses above GERST 200. Students coming to Cornell with advanced standing in German and/or another subject are encouraged to consider a double major and to discuss the options with the director of undergraduate studies as early as possible.

The Majors

The department offers two options for the major: German literature and culture, and German area studies. The latter is a more broadly defined sequence that includes work in related disciplines. The course of study in either major is designed to give students proficiency in reading, speaking, and writing in German, to acquaint them with German culture, and to help them develop skills in reading, analyzing, and discussing German texts in relevant disciplines. For both majors, there is a wide variety of courses co-sponsored with other departments (Comparative Literature; Government; History; Music; Theatre, Film, and Dance; Women's Studies).

The department encourages double majors and makes every effort to accommodate prospective majors with a late start in German. Students interested in a major should consult the director of undergraduate studies, Peter Gilgen, 192 Goldwin Smith Hall.

German (Literature and Culture)

Although the emphasis of this track is on literature, majors may also pursue individual interests in courses on film and visual culture, theater and performing arts, music, intellectual and political history, and women's studies that have a substantial German component. Please consult with the director of undergraduate studies.

Admission: By the end of their sophomore year, prospective majors should have successfully completed GERST 202, 220, 204, or 206.

To complete the major, a student must:

1. Demonstrate competence in the German language by successful completion of two 300-level courses with intensive language work (GERST 301, 302, or 306) or the equivalent.
2. Complete six courses in German Studies at the 300 level or above. One of these must be the Senior Seminar (GERST 410).

German Area Studies

Students select courses from the Department of German Studies as well as courses with a substantial German component from other departments, such as Comparative Literature; Government; History; Music; Theatre, Film, and Dance; and Women's Studies.

Admission: By the end of their sophomore year, prospective majors should have successfully completed GERST 202, 220, 204, or 206.

To complete the major, a student must:

1. Demonstrate competence in the German language by successful completion of two 300-level courses with intensive language work (GERST 301, 302, or 306) or the equivalent.
2. Complete six courses with a substantial German component at the 300 level or above. Three of these must be in German Studies, including the Senior Seminar (GERST 410).
3. Select a committee of one or more faculty advisers to help formulate a coherent program of study. One of the advisers must be from the Department of German Studies.

Study Abroad in Germany

German Studies strongly supports Study Abroad as an opportunity for students to put their German to use by living and studying in the German cultural context. The experience of living abroad promotes enduring personal growth, provides new intellectual perspectives through cultural immersion, and opens up academic and professional opportunities.

Students interested in studying abroad are encouraged to consider the Berlin Consortium, of which Cornell is an associate member. The program is run in conjunction with the Free University of Berlin and is of very high caliber. Six weeks of an intensive language practicum held at the center of the consortium are followed by one or two semesters of study at the university. Participants enroll in regular courses at the university. Academic-year students have been assisted in finding internships between semesters. Prerequisite for participating in the program is five semesters of German language study, of which the last course must be on the 300 level.

Students interested in this or other study abroad options in Germany, Austria, or Switzerland should consult Gunhild Lischke (G75 Goldwin Smith; 255-0725; gl15@cornell.edu) as soon as possible.

Honors

Eligibility: A student wishing to receive honors in German Studies must have a GPA of 3.5 in all courses relevant to the major.

Committee: Candidates for honors form an advisory committee consisting of an adviser from German Studies and at least one additional faculty member.

Honors essay: During the first term of their senior year, students determine the focus of their honors essay through an appropriate course, GERST 453, under the direction of their advisers. During the second term they complete an honors essay, GERST 454, which will be evaluated by the committee.

Determination of honors: An oral examination concludes the process. Honors is determined by the essay, the exam, and grades in the major.

First-Year Writing Seminars

Consult the John S. Knight Institute brochure for course times, instructors, and descriptions.

Courses Offered in German

Note: All courses are now designated GERST. In earlier years courses were designated either GERLA or GERST. Course numbers remain the same.

GERST 121 Elementary German I

Fall or spring. 4 credits. Intended for students with no prior experience in German or with a language placement test (LPG) score below 37, or an SAT II score below 370. G. Lischke and staff.

Students develop basic abilities in listening, reading, writing, and speaking German in meaningful contexts through interaction in small group activities. Course materials including videos, short articles, poems, and songs provide students with varied perspectives on German language, culture, and society.

GERST 122 Elementary German II

Fall or spring. 4 credits. Prerequisite: GERST 121, LPG score 37-44, or SAT II 370-450. Students who obtain an LPG score of 56 or above after GERST 122 attain qualification and may enter a 200-level course; otherwise successful completion of GERST 123 is required for qualification. G. Lischke and staff.

Students build on their basic knowledge of German by engaging in intense and more sustained interaction in the language. Students learn more advanced language structures allowing them to express more complex ideas in German. Discussions, videos, and group activities address topics of relevance to the contemporary German-speaking world.

GERST 123 Continuing German

Fall or spring. 4 credits. *Provides language qualification.* Limited to students who have previously studied German and have an LPG score 45-55 or SAT II 460-570. Staff.

Students continue to develop their language skills by discussing a variety of cultural topics and themes in the German-speaking world. The focus of the course is on expanding vocabulary, reviewing major grammar topics, developing effective reading strategies, improving listening comprehension, and working on writing skills. Work in small groups increases each student's opportunity to speak in German and provides for greater feedback and individual help.

GERST 200 Contemporary Germany (formerly also GERLA 200) (IV)

Fall or spring. 3 credits. *Provides language proficiency.* Prerequisite: qualification in German (GERST 123 or LPG score of 56-64 or SAT II score of 580-670) or placement by examination. Staff.

A content-based language course on the intermediate level. Students examine important aspects of present-day German culture while expanding and strengthening their reading, writing, and speaking skills in German. Materials for each topic are selected from a variety of sources (fiction, newspapers, magazines, and the Internet). Units address a variety of topics including studying at a German university, modern literature, Germany online, and Germany at the turn of the century. Oral and written work and individual and group presentations emphasize accurate and idiomatic expression in German. Successful completion of the course enables students to continue with more advanced courses in language, literature, and culture.

GERST 202 Exploring German Literature (IV)

Fall or spring. 3 credits. Prerequisite: GERST 200 or equivalent or permission of instructor. Taught in German. Staff.

In this intermediate course, we read and discuss a number of works belonging to different literary genres by major German-speaking authors such as Kafka, Walser, Brecht, Mann, Frisch, Dürrenmatt, Bachmann, and others. We explore questions of subjectivity and identity in modern society, of human existence as existence in language, and of the representation of history in literary texts. Activities and assignments in this course focuses on the development of reading competency in different literary genres, the use of accurate and idiomatic expressions, the expansion of students' German vocabulary, and the systematic review of select topics in German grammar.

GERST 204 Intermediate Conversation and Composition

Fall or spring. 3 credits. Prerequisite: GERST 200 or GERST 201 or GERST 205 or placement by examination (placement score and CASE). Staff.

Emphasis is on improving oral and written expression of idiomatic German. Enrichment of vocabulary and appropriate use of language in different conversational contexts and written genres. Material consists of readings in contemporary prose, articles on current events, videos, and group projects. Topics include awareness of culture, dependence of meaning on perspective, interviews with native German speakers, German news broadcasts, reading German newspapers on the Internet.

GERST 205 Business German I

Fall. 3 credits. *GERST 205 provides language proficiency.* Prerequisite: qualification in German (GERST 123, or an LPG score of 56-64, or an SAT II score between 580-670). G. Lischke.

Learn German and understand German business culture at the same time. This is a German language course that examines the German economic structure and its major components: industry, trade, the banking system, and the government. Participants learn about the business culture in Germany and how to be effective in a work environment, Germany's role within the European Union, the dual education system, the importance of trade and globalization, and current economic issues in Germany. The materials consist of authentic documents from the German business world, TV footage, and a Business German textbook.

GERST 206 Business German II

Spring. 3 credits. Prerequisite: proficiency in German (GERST 205, 200, 201, or placement by examination [placement score and CASE]). G. Lischke.

This course is a continuation of GERST 205; however students without previous knowledge of Business German are welcome. This is a German language course that examines the German economic structure and its major components: industry, trade unions, the banking system, and the government. Participants learn about the business culture in Germany and how to be effective in a work environment, Germany's role within the European Union, the role of the European Central Bank, the importance of trade and globalization, and current economic issues in Germany. The materials consist of authentic documents from the German business world, TV footage, and a Business German textbook. At the end of the course, the external Goethe Institut exam "Deutsch für den Beruf" will be offered.

[GERST 220 Was ist Deutsch? (IV)

Provides language proficiency. Not offered 2001-2002. B. Buettner.)

GERST 301 Scenes of the Crime: German Mystery and Detective Fiction (IV)

Fall. 4 credits. Prerequisite: GERST 202, 220, 204, 206 or equivalent, or permission of instructor. Taught in German. This course may be counted towards the requirement for 300-level language work in the major. P. Gilgen.

An exploration of German crime, detective, and mystery writing in texts ranging from the early nineteenth century to contemporary fiction. Authors to be studied may include:

Kleist, E. T. A. Hoffmann, Dürrenmatt, Schatten, Süskind, Handke, and Ören. In addition to exercising hermeneutic skills (and, by extension, that gray matter of which Sherlock Holmes was so fond), this course aims at improving proficiency in aural and reading comprehension, as well as speaking and writing skills, with emphasis on vocabulary expansion, advanced grammar review, and stylistic development. Recommended to students interested in a combined introduction to literature and high-level language training. The follow-up course, GERST 302, *Youth/Adolescence*, is taught in the spring only.

GERST 302 Youth Culture: Adolescence in German Fiction (IV)

Spring. 4 credits. Prerequisite: GERST 202, 220, 204, 206 and 301 or equivalent or permission of instructor. Taught in German. P. Gilgen.

Examination of literary and cultural approaches to childhood, youth, and adolescence in texts ranging from the late eighteenth century to the present. Authors include: Hoffmann, Keller, Goethe, Mann, Walser, Musil, Zweig, Handke, and Kaschnitz. Aimed at further improving students' proficiency in aural and reading comprehension, as well as in speaking and composition skills. Focus on high-level grammar review, stylistic and expository refinement and vocabulary expansion. Recommended for students wishing to combine intensive language training with reading and discussion of short fiction.

[GERST 303 Advanced Conversation and Composition]

Not offered 2001–2002.]

[GERST 304 Advanced Conversation and Composition]

Not offered 2001–2002.]

[GERST 306 German Media]

Not offered 2001–2002.]

GERST 307 After the Fires: Divided Germany 1945–1989 (IV)

Fall. 4 credits. Prerequisite: GERST 202, or GERST, or GERLA 204, or GERST 220, or equivalent or permission of instructor. Taught in German. L. Adelson.

Introduction to the history of postwar Germany, the development and unification of the two Germanys, and their societies. The emphasis is on cultural and social institutions as well as political and intellectual debates. Focal topics include responses to the Nazi past, Germany and Europe, protest movements, migration patterns, women, mass media, and popular culture. We consider the changes taking place in Germany today in light of the recent past. Some films are also shown.

GERST 319 Laughter in German Literature (IV)

Spring. 4 credits. Prerequisites: GERST 202 or 204 and 301 or equivalent or permission of instructor. Required readings and class discussion in German. P. Rehberg.

This course explores the sometimes subterranean tradition of the comical in modern German literature and thought. The literary work of Franz Kafka and traditional responses to it are considered in unconventional ways. What happens when readers take the unserious seriously? Discussion and humorous elements in Kafka's work will additionally serve as a springboard for considering the possible relationship between comedy and

modernity in broad historical terms. Required readings are drawn from three key periods of German literature: Romanticism, early twentieth century, and Postmodernism. Laughter in works by authors as diverse as Friedrich Schlegel, Sigmund Freud, Robert Musil, and Thomas Bernhard are addressed. Comical phenomena and stylistic media such as irony, jokes, and laughter are compared and contrasted.

[GERST 353 Kleist # (IV)]

Not offered 2001–2002.]

[GERST 354 Schiller # (IV)]

Not offered 2001–2002.]

GERST 357 Major Works of Goethe (1749–1832) # (IV)

Fall. 4 credits. Open to all qualified students. Prerequisite: GERST 202, or 204, or 206, or equivalent, or permission of instructor. All texts are read in German, but translations will be available to serve as study aids. Class discussion in German and occasionally English. H. Deinert.

Poet, statesman, artist, scientist, rebel, conservative, mythmaker, and iconoclast, Goethe stands at the center of Germany's belated Renaissance. Taking his early cues from Homer, Shakespeare, and the Bible, he created cultural icons at once modern and steeped in tradition. We examine works from all phases of the man's incredibly productive life against the background of political turmoil in Europe and the Americas. We use art, music, and theater as additional tools of interpretation.

Courses offered in English

It may be possible to arrange a German section for courses taught in English, either informally or formally (for credit). Students are encouraged to discuss this possibility with instructors.

GERST 221 The Ethics of Imagining the Holocaust (also ENGL 221 and JWST 257) (IV)

Fall. 4 credits. D. Schwarz.
For description, see ENGL 221.

[GERST 237 The Germanic Languages (also LING 237) (III)]

Not offered 2001–2002. W. Harbert, M. Diesing.]

[GERST 318 "1800" # (IV)]

Not offered 2001–2002. P. Gilgen.]

[GERST 320 Postwar German Novel (IV)]

Not offered 2001–2002.]

GERST 330 Political Theory and Cinema (also COM L 330, GOVT 370 and THETR 329) (III or IV)

Fall. 4 credits. G. Waite.

An introduction (without prerequisites) to fundamental problems of current political theory, filmmaking, and film analysis, along with their interrelationship. Particular emphasis on comparing and contrasting European and alternative cinema with Hollywood in terms of post-Marxist, psycho-analytic, postmodernist, and postcolonial types of interpretation. Filmmakers/theorists might include: David Cronenberg, Michael Curtiz, Kathryn Bigelow, Gilles Deleuze, Rainer Fassbinder, John Ford, Jean-Luc Godard, Marleen Gorris, Werner Herzog, Alfred Hitchcock, Allen & Albert Hughes, Stanley Kubrick, Fredric Jameson, Chris Marker, Pier-Paolo Pasolini, Gillo Pontecorvo, Robert Ray,

Martin Scorsese, Ridley Scott, Oliver Stone, George Romero, Steven Shaviro, Kidlat Tahimik, Maurizio Viano, Slavoj Žizek. Although this is a lecture course, there is ample time for class discussions.

GERST 340 Metropolis: Urban Sites in Literature (IV)

Spring. 4 credits. Readings and discussions in English (texts will be available in German). A. Schwarz.

An interdisciplinary study of metropolitan life focusing on Berlin and Vienna (1890–1999) as major contexts of artistic modernity and historical change. Topics of investigation include: the city as both the product and source of artistic production; the interrelationship between literary concepts of montage, collage, and their architectural counterparts (Bauhaus et al.); the tension between private and public spaces, and the status of crowds, anonymity, and the flâneur. We also analyze the rise of an avant-garde movement in an urban environment. Focus on short fiction, architectural theory, sites and art history, film, political and literary manifestos. Authors include: Fontane, Broch, Benn, Benjamin, Döblin, Simmel, Johnson, Rilke, Kohlhaas, Vidler.

[GERST 374 Opera and Culture (also MUSIC 374) # (IV)]

Not offered 2001–2002. A. Groos.]

[GERST 378 German Aesthetic Theory: From Kant to Hegel # (IV)]

Not offered 2001–2002.]

[GERST 392 Minority Literature in the Federal Republic (IV)]

Not offered 2001–2002. L. Adelson.]

[GERST 395 Rilke: The Duino Elegies and Sonnets to Orpheus (IV)]

Not offered 2001–2002. H. Deinert.]

[GERST 396 German Film (also COM L 396 and THETR 396) (IV)]

Not offered 2001–2002.]

Advanced Undergraduate and Graduate Courses

GERST 402 The Language of German Poetry (IV)

Spring. 4 credits. Taught in German.

Prerequisite: GERST 301, 302, or equivalent, or permission of instructor. P. Gilgen. Based on close readings of lyric poetry written in German from the eighteenth century to the present, this course focuses on linguistic self-reference as the fundamental trait of the poetic function of language. We also examine how poetry is defined vis-à-vis its environment by different poetic conceptions. Attentiveness to changes that affected the situation of poetry (such as new theories of language and the emergence of new media) provide historical orientation for our inquiry. To analyze in detail how poetry and poetics are affected by changing discursive structures, we read recent poetry against some of its poetic sources and address questions concerning poetic traditions, translatability, and media transpositions. Such juxtapositions may include Peter Waterhouse/Celan/Hölderlin; Oswald Egger/Brockes; Michael Donhauser/Ponge; and others.

[GERST 403 The Afro-Europeans (IV)]

Not offered 2001–2002.]

[GERST 405 Introduction to Medieval German Literature I # (IV)]

Not offered 2001–2002. A. Groos.]

[GERST 406 Introduction to Medieval German Literature II # (IV)]

Not offered 2001-2002. A. Groos.]

GERST 407 Teaching German as a Foreign Language

Fall. 4 credits. G. Lischke.

This course has been designed to familiarize students with current ways of thinking in the field of applied linguistics and language pedagogy. It introduces different concepts of foreign language methodology as well as presents and discusses various techniques as they can be implemented in the foreign language classroom. Special consideration is given to topics such as planning syllabi, writing classroom tests, and evaluating student's performance. Participants conduct an action research project.

[GERST 408 Uncanny Communities (IV)]

Not offered 2001-2002.]

GERST 409 Spinoza and New Spinozism (also COM L 442) (IV)

Spring. 4 credits. Prerequisite: permission of instructor. G. Waite.

Spinoza was excommunicated in his own time, wrote under the constant threat of death, and has remained a scandal to almost all subsequent thought, including philosophy, psychoanalysis, political theory and practice, and ethics. And he exerted a powerful, if subterranean, influence on Marx, Freud, and Nietzsche. Indeed, "every philosopher has two philosophies, his own and Spinoza's" (Henri Bergson), and "everyone is a philosopher, whether professionally or otherwise" (Antonio Gramsci). This seminar takes up the challenge of these two remarks, with two main aims: to introduce Spinoza's basic philosophical and political writings; and then to trace his legacy, concentrating on the current, international group of men and women loosely grouped as the New Spinozists. These include: Gabriel Albiac, Louis Althusser, Etienne Balibar, Gilles Deleuze and Félix Guattari, Emilia Giacotti, Luce Irigaray, Kōjin Karatani, Jacques Lacan, Pierre Macherey, and Toni Negri. Spinoza is currently being used to produce an anti-Kantian, anti-Hegelian analysis of many contemporary problems, including Cyberspace and Virtual Reality. We focus especially on the neo-communist, Althusserian tradition of reading and using Spinoza. In part this is because it may be true that "the new world system, the ultimate third stage of capitalism is for us the absent totality, Spinoza's God or Nature, the ultimate (indeed perhaps the only) referent, the true ground of Being in our time" (Fredric Jameson), though Spinoza is also interesting in his own right. In addition to selections from Spinoza's work, our basic text is the recent anthology *The New Spinoza* (ed. Warren Montag and Ted Stolze).

GERST 410 Senior Seminar

Fall. 4 credits. Open to all students with an adequate command of German. Prerequisite: any German course at the 300-level or equivalent or permission of instructor. Texts and seminar discourse in German. A. Schwarz.

Topic: The Fiction of Autobiography

An investigation of the changing forms of autobiographical discourse in novels ranging from the 18th to the 20th century. The goal of this class is to analyze the interrelationship between the constitution of subjectivity and its articulation in novels. Points of discussion include: the status of life as history; autobiography as loss or gain of selfhood; construc-

tions of identity and literary existence. Authors include: Rilke, Frisch, Raabe, Goethe, Stifter, Th. Mann, Handke. Students are also introduced to pertinent theories of autobiography. Readings and discussion in German.

[GERST 412 German Literature from 1770 to 1848 # (IV)]

Not offered 2001-2002.]

[GERST 413 Women around Freud (also COM L 412 and WOMNS 413) (IV)]

Not offered 2001-2002.]

GERST 414 History into Fiction: Nazis and the Literary Imagination (also ENGL 404, COM L 404, and NES 404) (IV)

Fall. 4 credits. E. Rosenberg.

For description, see ENGL 404.

[GERST 415 Marx, Nietzsche, Freud (also COM L 425 and GOVT 473) (III or IV)]

Not offered 2001-2002.]

GERST 416 Gender and the Law in German Culture (also HIST 413 and WOMNS 414) (III or IV)

Spring. 4 credits. T. Matysik.

The status of law as a social and cultural phenomenon is a much-disputed issue. This course examines the cultural space of law in modern German history. It pays particular attention to law and legal reform in relation to gendered notions of citizenry, subjectivity, and sexuality. The course takes as its hypothesis the idea that the prevalence in modern German thought of the concern with the "law" as the moral regulation of normative behavior is closely connected to the transformation of actual laws and legal codes in German history. In order to assess the terrain between such actual laws and their cultural effects, we examine a combination of literary, social-theoretical, and historiographical readings that address the problem of law. In this way we acquire, first, a general overview of German legal history together with a language with which to speak about a variety of legal theoretical traditions. Second, we explore perceptions of, responses to, and critiques of the historical role of law in German culture. Readings cover: the late eighteenth-century era of German legal reform, the late nineteenth- and early twentieth-century context in which sexual morality had re-entered the legal domain and, more recent thought on law. At the same time, we use our historical understanding to assess the extent to which these more recent critical efforts are a departure from and/or a continuation of their historical predecessors. In the course of these investigations we are guided by questions of the relationships between law, subjectivity, gender, citizenship, and morality.

GERST 417 Faust: Transformations of a Myth (also COM L 417) # (IV)

Spring. 4 credits. Taught in English.

H. Deinert.

Few legends have so engaged the imagination as that of the man who signed a pact with the devil to obtain pleasure, power, and knowledge. While the myth itself is timeless, the modern version takes its cue from one real Georg Faust, a figure of dubious character, half scholar, half quack, during the time of the German Reformation. The German *Volksbuch* depicting his adventures was almost immediately translated into English and became the inspiration for Marlowe's *Tragical History of Doktor Faustus*. Goethe devoted some 60 years

to his *Faust*, completing it only months before his death in 1832. While Marlowe's Faust deserves eternal damnation for his hubris, Goethe's protagonist finds favor with God for the same reason. We look at various representations of the myth from the late sixteenth century through the early nineteenth. The *Faust Book*, Marlowe, and Goethe are our main texts. We listen to some of the music they have inspired: Schubert, Schumann, Berlioz, Gounod, Mahler; and look at related mythical figures like Lucifer, Prometheus, Don Juan, Ahasverus, Schlemiel, and others. Time permitting, we discuss selections from several recent versions: Bulgakov's *The Master and Margarita* (1938), Valéry's *Mon Faust* (1940), and Thomas Mann's *Doktor Faustus* (1947).

[GERST 418 Thomas Mann (IV)]

Not offered 2001-2002.]

GERST 419 Modern Nomads (also S HUM 419) (IV)

Spring. 4 credits. Limited to 15 students.

J. Noyes.

For description, see S HUM 419.

GERST 420 Jewish Culture and Modernity (also S HUM 408) (IV)

Fall. 4 credits. M. Steinberg.

For complete course description see S HUM 408.

[GERST 428 Genius and Madness in German Literature (also COM L 409) (IV)]

Not offered 2001-2002.]

[GERST 430 Brecht, Artaud, Müller, Wilson (also COM L 430 and THETR 420) (IV)]

Not offered 2001-2002. D. Bathrick.]

[GERST 435 Introduction to Literary Theory (also COM L 435) (IV)]

Not offered 2001-2002.]

GERST 441 Introduction to Germanic Linguistics (also LING 441) (III)

Fall. 4 credits. W. Harbert.

For course description see LING 441.

[GERST 447 Reading Freud: Gender, Race, and Psychoanalysis (also COM L 447 and WOMNS 447) (IV)]

Not offered 2001-2002.]

[GERST 449 Rescreening the Holocaust (also COM L 453 and THETR 450) (IV)]

Not offered 2001-2002. D. Bathrick.]

GERST 451-452 Independent Study

451, fall; 452, spring. 1-4 credits each term.

Prerequisite: permission of instructor.

GERST 453 Honors Research

Fall. 4 credits. Staff.

GERST 454 Honors Thesis

Spring. 4 credits. Staff.

GERST 457/657 Imagining the Holocaust (also COM L 483/683, ENGL 458/658, and JWST 458/658) (IV)

Spring. 4 credits. D. Schwarz.

For description, see ENGL 458/658.

[GERST 472 Poetry of the 1990s (also COM L 472) (IV)]

Not offered 2001-2002.]

[GERST 492 The Advance of Humanism: Aspects of the European Enlightenment # (IV)]

Not offered 2001-2002.]

[GERST 495 The Cultural Theory of the Frankfurt School (also COM L 495, GOVT 471) (III or IV)]
Not offered 2001–2002. P. U. Hohendahl.]

GERST 496 Theorizing the Public Sphere (also COM L 496 and GOVT 464) (III or IV)

Fall. 4 credits. P. U. Hohendahl.
The recent translation of Jürgen Habermas's *The Structural Transformation of the Public Sphere* into English has renewed the debate about the nature and significance of the public and publicity, about public communication and the media. This discussion has centered around the history of the public sphere in modern society and its relevance for contemporary culture and politics. The seminar discussion deals with contemporary as well as historical topics, among them the significance of class, gender, and race for the construction of the public sphere, the possibility of shared cultures in advanced industrial societies, and the character of public communication under the conditions of the new media. The readings focus on three seminal texts, namely Hannah Arendt's *The Human Condition* (1958), Jürgen Habermas's *The Structural Transformation of the Public Sphere* (1962), and Oskar Negt's/Alexander Kluge's *Public Sphere and Experience*. The discussion includes readings from Richard Sennett and Reinhart Koselleck. Special attention is given to the recent debate about the history and function of the public sphere, which was collected in Craig Calhoun's volume *Habermas and the Public Sphere* (1992) with contributions (among others) by Thomas McCarthy, Nancy Fraser, Mary P. Ryan, Geoff Eley, and Jürgen Habermas.

[GERST 498 German Literature in Exile (IV)]
Not offered 2001–2002.]

Graduate Courses

Note: For complete descriptions of courses numbered 600 or above consult the appropriate instructor.

[GERST 600 Special Topics in Feminist Theory (also ANTHR 600 and COM L 600)]
Not offered 2001–2002.]

[GERST 606 Topics in Historical Germanic Phonology]
Not offered 2001–2002. W. Harbert.]

[GERST 607 Topics in Historical Germanic Morphology]
Not offered 2001–2002.]

[GERST 608 Topics in Historical Germanic Syntax]
Not offered 2001–2002. W. Harbert.]

[GERST 614 Gender at the Fin-de-siècle]
Not offered 2001–2002.]

[GERST 615 Jews in German Culture Since 1945 (also JWST 615)]
Not offered 2001–2002.]

[GERST 617 Literature and Affect (also COM L 625)]
Not offered 2001–2002. A. Schwarz.]

[GERST 618 "The Science of the Experience of Consciousness": Hegel's Phenomenology of Spirit (and Beyond)]
Not offered 2001–2002. P. Gilgen.]

[GERST 621 Issues in Gay and Lesbian Studies (also WOMNS 621)]
Not offered 2001–2002.]

[GERST 624 Seminar in Medieval German Literature II]
Not offered 2001–2002.]

[GERST 626 Nuremberg]
Not offered 2001–2002.]

[GERST 627 Baroque (also COM L 626)]
Not offered 2001–2002.]

[GERST 629 The Enlightenment]
Not offered 2001–2002. P. U. Hohendahl.]

[GERST 630 Classicism and Idealism]
Not offered 2001–2002.]

GERST 631–632 Academic German I and II
631, fall; 632, spring. 3 credits each term. Limited to graduate students. Prerequisite: for GERST 632, GERST 631 or equivalent. Staff.

Intended primarily for beginners with little or no previous German knowledge. Emphasis in 631 on acquiring basic German reading skills. Emphasis in 632 on development of the specialized vocabulary of student's field of study.

GERST 634 German Romanticism
Fall. 4 credits. Most readings in German; discussion and papers in English. Students from other disciplines welcome. Anchor course. G. Waite.

Structured introduction to German literature, cultural criticism, political thought, and philosophy from c. 1789 to c. 1830 in two basic contexts: revolutionary Europe at the time and subsequent theory. The latter includes Marxists (on "the German ideology"), Freudians (on "the uncanny"), Heidegger (on "the other beginning" in Hölderlin), de Man (on "the rhetoric of romanticism"), Lacoue-Labarthe & Nancy (on Early Romantic criticism and "the literary absolute"), and Deleuze & Guattari (on "the war machine" in Kleist). Authors/topics might include: B. and A. von Arnim, Arndt, Brentano, Fichte, Gontard, the Grimm brothers, Günderode, Hegel, Heine, Hölderlin, Hoffmann, Kleist, Novalis, Schelling, C. Schlegel-Schelling, F. Schlegel, Schleiermacher, Tieck, Varnhagen, D. Veit-Schlegel, and the repercussions of the Spinoza debate (since Lessing and Jacobi). Primary methodological focus is on the close reading of short, symptomatic texts.

GERST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution

Spring. 4 credits. Anchor course. P. U. Hohendahl.

The seminar focuses on Germany's entry into the modern age represented by authors such as Heine, Büchner, Feuerbach, and Marx. The course deals with the cultural, political, and social consequences of the Enlightenment, among them the democratization of literature and culture, the politicization of philosophy, and the emancipation of underprivileged groups (women and the working class). Readings trace the formation of bourgeois culture and its contradictions as they are articulated by the writers of Young Germany, the Left Hegelians, and radical literati of the 1840s. In addition to the authors mentioned above, readings are taken from the works of Bettina von Arnim, Borne, Grabbe, Hebbel, and Fanny Lewald.

[GERST 637 Nineteenth-Century Fiction: The Realist Project]
Not offered 2001–2002.]

GERST 640 The Modern German Novel
Fall. 4 credits. A. Schwarz.

The goal of this seminar is to analyze selected works of modernist fiction in order to assess the stylistic qualities that constitute their specifically modernist character. Concentrating on novels ranging from the late 19th to the early 20th century, we pay close attention to questions of narrative structure as well as temporal and spatial arrangements. Also including comparatist interests, the seminar discusses the modern German novel within the European context; discusses generic differences (modern versus "classic"); and examines theories of the novel and their relationship to contemporary representational concerns. Specific points of interest are: the status of self-reflection; philosophical interruptions; irony; montage; subjectivity and literary self-projection; and literature and urbanity. In order to evaluate the "very" modern, the class also discusses two examples of contemporary fiction. Authors include: Rilke, Kafka, Döblin, Broch, Th. Mann, R. Walser, Nossack, Handke, Johnson, Bernhard, Goetz. All texts are read in translation. (German speakers are encouraged to read the original texts).

GERST 641 The Gay Critic (also COM L 661)

Fall. 4 credits. Reading knowledge of German is recommended but not required for this course. P. Rehberg.

This seminar examines the problematic relationship between discourses of homosexuality and criticism in the modern German tradition, where "the homosexual" has figured as both object and subject of social, cultural, and political criticism. The course first reviews the discursive invention of "the homosexual" in medical and juridical practices of the late nineteenth century and subsequently explores the epistemological and discursive status of this figure in psychoanalysis, fascism, Critical Theory, and in novels and films of the Federal Republic. Taking familiar theorems about homosexuality and modernity as a point of departure, this seminar investigates specifically German contributions to theories and representations of twentieth-century homosexuality in its historical and rhetorical contours. Readings include stylistically diverse works by M. Foucault, S. Freud, K. Mann, K. Theweleit, L. Riefenstahl, T. W. Adorno, A. Hewitt, H. Fichte, and R. W. Fassbinder.

[GERST 647 German Literature from 1949 to 1989: Questions about Identity]
Not offered 2001–2002. L. Adelson.]

[GERST 650 Culture in the Weimar Period]
Not offered 2001–2002. D. Bathrick.]

GERST 652 Culture in Germany 1933–1945

Spring. 4 credits. Prerequisite: reading knowledge of German necessary; permission of instructor. Anchor course. D. Bathrick.

This course examines three contexts for culture in Germany during the Nazi period. First, the officially promoted party literature and mass mediated culture (film, music, architecture, the performing and visual arts) produced within the *Third Reich*. Second, the

various cultures of resistance, "Inner Immigration," or non-compliance as they emerged in the realm of literature and mass culture during the period. Third, the culture of the Jewish community of Germany and Austria during the Nazi period as well as the cultural products of the concentration and death camps.

[GERST 653 Opera (also COM L 655 and MUSIC 679)]

Not offered 2001-2002.]

GERST 656 Aesthetic Theory: The End of Art (also COM L 656, ART H 447 and Visual Studies)

Fall. 4 credits. Prerequisite: permission of instructor. P. Gilgen.

This course investigates the emergence of aesthetics as its own discipline at the end of the eighteenth century. We examine the rationalist articulation of aesthetics in Baumgarten's work and the empiricist theory of taste, particularly Burke's *Enquiry*. Drawing on the findings of these two traditions, Kant's *Critique of Judgment* (1790) inaugurated a preoccupation in German philosophy around 1800 with the philosophical status of the beautiful and of art. Especially in Romantic theory and practice, art was meant to provide a solution to the philosophical dilemmas in the wake of Kant's critical philosophy. But already in Hegel's *Phenomenology*, and more explicitly in the *Encyclopedia* and the *Lectures on Aesthetics*, art lost this elevated position vis-à-vis philosophy. Taking this observation as a guiding thread, the main part of the course is structured around in-depth readings that may include Kant, Schiller, Schelling, Schlegel, Novalis, Hölderlin, and Hegel. Further readings may include writings by contemporary philosophers and theoreticians such as Derrida, Lyotard, de Man, Adorno, and Danto. The following questions will be addressed: What are the conditions for the move from the subjective judgment of taste (Kant) to objective beauty (Romantics, Hegel)? How is the relation of art and nature reconceived by the Romantics? What is the relation of aesthetic theory and the history of art? Is philosophy the end of art?

[GERST 658 Old High German/Old Saxon (also LING 646)]

Not offered 2001-2002. W. Harbert.]

[GERST 660 Visual Ideology (also COM L 660 and THETR 660)]

Not offered 2001-2002. G. Waite.]

[GERST 661 After the City: From Metropolis to Electropolis (also ARCH 338/638 and COM L 661)]

Not offered 2001-2002.]

[GERST 663 Nietzsche and Heidegger (also COM L 663)]

Not offered 2001-2002. G. Waite.]

[GERST 664 Freud and the *Fin de siècle*]

Not offered 2001-2002.]

[GERST 666 Ingeborg Bachmann]

Not offered 2001-2002.]

[GERST 667 "Minor" German Literatures?]

Not offered 2001-2002.]

[GERST 668 Literature and the Uncanny (also COM L 664)]

Not offered 2001-2002.]

[GERST 669-670 Modern Social Theory I & II (also GOVT 669-670)]

Not offered 2001-2002. S. Buck-Morss.]

GERST 671 Postcolonial Theory and German Studies (also COM L 688)

Spring. 4 credits. Prerequisite: graduate standing or permission of instructor. L. Adelson.

The recent boom in interdisciplinary scholarship at the crossroads of German Studies and postcolonial theory challenges conventional parameters of both fields of inquiry. The mutual interrogation of German Studies and postcolonial theory promises to reconfigure our understanding of colonial histories in relation to social imaginaries (including facets of: German fascism, German intellectual history, modernist canons, 20th-century nationalism, and European relations on the continent and in the world). With these broad analytical concerns in mind this course juxtaposes readings in the histories and literary cultures surrounding German colonialism with readings in international postcolonial theory as well as new postcolonial scholarship on explicitly German objects of study. Some by now canonical works by postcolonial theorists (e.g., Fanon, Said, Bhabha, Spivak, Pratt) are used both to introduce key concepts and dilemmas and to excavate decisive German influences on postcolonial theory outside putatively German contexts. Scholarly innovations by authors such as S. Zantop, R. Berman, N. Berman, J. Noyes, L. Wildenthal, P. Grosse, M. Klotz, and others are highlighted, while literary examples (e.g., G. Frenssen, F. v. Bülow, F. Kafka, I. Bachmann, H. Müller, H. M. Enzensberger, B. Honigsmann, H. Cixous, and others) are drawn primarily from the nineteenth and twentieth centuries. Reading knowledge of German is not required.

[GERST 672 German Opera Topic: Wagner (also MUSIC 674)]

Not offered 2001-2002.]

[GERST 674 Contemporary Poetry and Culture: 1968-1993 (also COM L 674, ENGL 697, and SPAN L 674)]

Not offered 2001-2002.]

[GERST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also COM L 675 and HIST 675)]

Not offered 2001-2002. P. U. Hohendahl.]

[GERST 679 Bertolt Brecht in Context (also COM L 679 and THETR 679)]

Not offered 2001-2002.]

GERST 685 Gramsci and Cultural Politics (also COM L 685 and GOVT 675)

Spring. 4 credits. G. Waite.

The modern or postmodern, and increasingly global, capitalist system rules not only by overt violence and coercion but also in tandem with what Antonio Gramsci (1891-1937) called the "non-coercive coercion" of "cultural hegemony." This seminar has two basic aims: (1) to introduce the basic political, theoretical, historical, and cultural writings of Gramsci himself (which also requires attention to his main sources, e.g., Croce, Dante, Lenin, Marx, Machiavelli); and then (2) to trace main directions of the Gramsci legacy in philosophy, political theory and practice, and cultural theory and practice (notably filmmaking). This legacy includes the works of Aijaz Ahmad, Louis Althusser, Christine Buci-Glucksmann, Norberto Bobbio, Ernesto Laclau, Ariel Dorfman & Armand Mattelart, Chantal Mouffe, and Pier-Paolo Pasolini, among others. It also includes less famous, but no less important,

individuals and groups: e.g., feminist activists in Italy, the subaltern study movement in India, and other forms of anti-capitalist theory and practice around the world. We must also note that the first English translation of The Prison Notebooks was made by the U.S. Pentagon, and that "the ashes of Gramsci" is a code name in Italy for cocaine. Our main texts are Gramsci's Pre-Prison Writings and his Prison Notebooks and Letters, which we read alongside symptomatic examples of his ongoing legacy.

[GERST 686 Althusser and Lacan (also COM L 686, GOVT 679, and FRLIT 623)]

Not offered 2001-2002.]

[GERST 687 The Politics of Culture in the German Democratic Republic]

Not offered 2001-2002.]

[GERST 689 Art and Truth: The Aesthetic Theory of Theodor W. Adorno (also COM L 689)]

Not offered 2001-2002.]

[GERST 690 Feminist Criticism and Theory (also WOMNS 690)]

Not offered 2001-2002.]

[GERST 693 "The Sign of History": Kant and Lyotard (also COM L 693, GOVT 761)]

Not offered 2001-2002. P. Gilgen.]

[GERST 699 German Film Theory (also COM L 699 and THETR 699)]

Not offered 2001-2002.]

GERST 753-754 Tutorial in German Literature

Fall and spring. 1-4 credits per term. Prerequisite: permission of instructor.

Dutch

DUTCH 121-122 Elementary Dutch

121, fall; 122, spring. 4 credits each term.

Provides language qualification.

Prerequisite: permission of instructor.

M. Briggs.

Intensive practice in listening, speaking, reading, and writing basic Dutch in meaningful contexts. The course also offers insight into Dutch language, culture, and society.

DUTCH 203 Intermediate Composition and Conversation

Fall. 3 credits. Prerequisite: qualification in Dutch or permission of instructor. *Provides language proficiency.* M. Briggs.

Improved control of Dutch grammatical structures and vocabulary through guided conversation, compositions and reading, drawing on all Dutch-speaking cultures. Taught in Dutch.

DUTCH 204 Intermediate Composition and Conversation

Spring. 3 credits. Prerequisite: DUTCH 203 or permission of instructor. M. Briggs.

This course emphasizes written and oral application of accurate, idiomatic Dutch. Reading of authentic material such as newspapers, literature, and history, with emphasis on the students' interests and specializations. Taught in Dutch.

DUTCH 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: proficiency in Dutch or permission of instructor. M. Briggs.

Individualized advanced Dutch studies. This course provides students with individualized

programs which can be anything from advanced mastery in any or all skills to the mastery of Dutch for research. Literature history in support of all disciplines. Taught in Dutch. Topic for fall: Afrikaans.

Swedish

SWED 121-122 Elementary Swedish

121, fall; 122, spring. 4 credits each term.

Prerequisite: for SWED 122, SWED 121 or equivalent. L. Trancik.

The course develops skills in listening, speaking, reading, and writing within Sweden's cultural context. Work on the Internet and interactive computer programs are used in these courses.

SWED 123 Continuing Swedish

Fall. 4 credits. *Provides language*

qualification. Prerequisite: SWED 122 or equivalent. L. Trancik.

Development of skills in spoken and written Swedish within Sweden's cultural context.

SWED 203 Intermediate Swedish

Fall. 3 credits. *Provides language*

proficiency. Prerequisite: SWED 123 or permission of instructor. L. Trancik.

Intermediate to advanced-level instruction using audio-visual material and text to enhance language comprehension.

SWED 204 Advanced Swedish

Spring. 3 credits. Prerequisite: SWED 203 or permission of instructor. Taught in Swedish. L. Trancik.

Emphasis on improving oral and written expression of Swedish, including vocabulary, readings in contemporary prose, treatment of specific problems in grammar, and presentation of videos and films.

SWED 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. L. Trancik.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

GOVERNMENT

I. Kramnick, chair; R. Bense, S. Buck-Morss, V. Bunce, A. Carlson, J. Cowden, M. Evangelista, R. Herring, N. Hirschmann, M. Jones-Correa, M. Katzenstein, P. Katzenstein, E. W. Kelley, J. Kirshner, T. J. Lowi, R. McDermott, W. Mebane, K. O'Neill, J. Pontusson, J. Rabkin, L. Ryter, E. Sanders, H. Schamis, M. Shefter, V. Shue, A. M. Smith, J. J. Suh, S. G. Tarrow, N. T. Uphoff, C. Way

Government is what Cornell calls a department that elsewhere might be termed political science. The focus of this discipline is power applied to public purposes. Some faculty concentrate on purposes, some on applications. Some engage in the close reading of great texts of political philosophy, while others analyze the behavior of power-wielders and publics in this and other societies. Government is divided into four subfields: U. S. politics, comparative politics (other nations), political theory (philosophy), and international relations (transactions between nations).

To accommodate new courses or course changes, a supplementary announcement is

prepared by the department. Before enrolling in courses or registering each term, students are requested to consult the current supplement listing courses in government, available in 125 McGraw Hall.

The Major

To be admitted to the major, a student must pass two government courses.

To complete the major, a student must:

- (1) pass two of the introductory government courses (GOVT 111, 131, 161, 181);
- (2) pass an additional course in one of the remaining subfields (American government, comparative government, political theory, or international relations). This course may be any course offered in the government department, including introductory courses, upper-level courses or seminars. Students are strongly advised to take at least one course in each of the four subfields;
- (3) accumulate an additional 28 credits of government course work at the 200-level or above;
- (4) complete at least one seminar-style course in government which may be applied toward the 28 credits. These courses include those numbered 400.XX to which students are admitted by application only;
- (5) accumulate 12 credits in upper-level courses in related fields (such as anthropology, economics, history, science and technology studies, psychology, and sociology). Upper-level courses are usually courses numbered at the 300 level or above (200-level courses are not considered upper-level). Students should consult with their major adviser to choose appropriate courses. All choices of related courses must be approved by the major adviser or the director of undergraduate studies;
- (6) all courses used to fulfill a government major must be passed with a letter grade.

To summarize, a total of 10 government courses and three additional courses (12 credits) of upper-level related courses are required to complete the major.

Cornell-in-Washington Program. Government majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

European Studies Concentration.

Government majors may elect to group some of their required and optional courses in the area of European studies, drawing from a wide variety of courses in relevant departments. Students are invited to consult Professors P. Katzenstein, J. Pontusson, and S. G. Tarrow for advice on course selection and foreign study programs.

Model European Community Simulation.

Undergraduates with an interest in the European Union, public affairs, or debating may participate in an annual European Union simulation held, on an alternating basis, in April at SUNY Brockport or in January in Brussels. The simulation provides an opportunity for participants, representing politicians from the members states, to discuss issues and resolutions of current concern to the European Union.

To prepare for the simulation, a two-credit course is offered by the Government department each year (GOVT 431 or GOVT 432). Participation in the simulation is open only to those who register for this course. Anyone interested in participating or finding out more information should contact the Institute for European Studies at 120 Uris Hall, 255-7592.

International Relations Concentration. See the description under "Special Programs and Interdisciplinary Studies."

Honors. In their junior year, Government majors with a G.P.A. of 3.3 in all subjects may join the honors program, which involves a sequence of special courses in the junior and senior year. Application to the honors program is made in the late spring of the sophomore year and application forms are available in 125 McGraw Hall. The courses comprising the honors sequence (honors courses) are described below. Students may be admitted to the honors program in the junior or senior year only with the special permission of the Director of Undergraduate Studies.

Introductory Courses

Students registering for introductory courses should register for the lecture only. Sections are assigned during the first week of class. Introductory courses are also offered during summer session.

GOVT 111 Introduction to American Government and Politics (III)

Fall and summer. 3 credits. T. J. Lowi. An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

GOVT 131 Introduction to Comparative Government and Politics (III)

Spring and summer. 3 credits. J. Pontusson.

This course provides a survey of the institutions, political processes, and policies of contemporary states. It focuses on the conditions for and workings of democracy. Looking at Western Europe, we analyze institutional variations among liberal democracies, and their political implications. We then probe the origins of democracy in Western societies and the reasons why communism and other forms of authoritarian rule have prevailed elsewhere. Finally, we explore the impetus behind and the obstacles to democratization in the Third World and the erstwhile Communist Bloc. Throughout this survey, problems of democracy are related to problems of economic development, efficiency, and equality.

GOVT 161 Introduction to Political Philosophy # (III)

Spring. 3 credits. I. Kramnick.

A survey of the development of Western political theory from Plato to the present. Readings from the works of the major theorists. An examination of the relevance of their ideas to contemporary politics.

GOVT 181 Introduction to International Relations (III)

Fall and summer. 3 credits. J. Kirshner. An introduction to the basic concepts and practice of international politics.

First-Year Writing Seminars

Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

Major Seminars

GOVT 400 Major Seminars

Fall or spring. 4 credits.

These seminars, emphasizing important controversies in the discipline, cap the majors' experience. Thus preference in admission is given to majors over nonmajors and seniors over juniors. Topics and instructors change each semester. To apply, students should pick up an application in 125 McGraw Hall during the course selection period the semester before the seminar is given.

The following courses are open to sophomores, juniors, and seniors without prerequisites unless otherwise indicated.

American Government and Institutions

GOVT 111 is recommended.

GOVT 302 Social Movements in American Politics (also AM ST 302) (III)

Fall. 4 credits. E. Sanders.

From populism to environmentalism, social movements directed at reform of national policies and political structures have been an earmark of American politics. This course begins with an examination of late nineteenth-century agrarian and labor movements and moves through progressivism, a variety of 1930s upsurges, civil rights, and more or less contemporary environmental, consumer, feminist, peace, gay rights, and new religious right movements. The focus is on the conditions that gave rise to these movements, their internal resources, and external alliances and their ultimate impact on the national state (as well as vice versa).

[GOVT 303 Introduction to American Political Parties (III)]

4 credits. Not offered 2001-2002.]

GOVT 304 Public Opinion and Political Participation (III)

Spring. 4 credits. J. Cowden.

GOVT 304 is a survey course about the nature and impact of public opinion and mass political behavior. We examine classic and contemporary scholarship on the following topics: the role of public opinion in democratic theory; the measurement of opinions; the political sophistication of the electorate; racial and political intolerance; political socialization; party identification and party systems; media effects; candidate preference; turnout and abstention; attitudes about distributive justice; and the intersection between public opinion and public policy.

[GOVT 305 Atomic Consequences: The Incorporation of Nuclear Weapons in Post-War America (III)]

4 credits. Not offered 2001-2002.]

GOVT 308 Science in the American Polity 1800-1960 (also S&TS 390) (III)

Fall. 3 credits. M. Dennis.

See S&TS 390 for description.

GOVT 309 Science in the American Polity (also S&TS 391) (III)

Fall. 4 credits. M. Dennis.

This course reviews the changing political relations between science, technology and the state in America from 1960 to the present. It focuses on the politics of choices involving science and technology in a variety of institutional settings, from Congress to courts and regulatory agencies. The tensions and contradictions between the concepts of science as an autonomous republic and as just another special interest provide the central theme for the course. Topics addressed include research funding, technological controversies, scientific advice, citizen participation in science policy, and the use of experts in courts.

GOVT 310 Power and Poverty in America (III)

Fall. 4 credits. E. W. Kelley.

Despite egalitarian democratic rights, the United States remains a stratified society conspicuous for great disparities in the allocation of income and wealth. The purpose of this class is to investigate these disparities, both empirically and normatively, and to assess the impact of government on them. Topics for discussion include: What do we mean by distributional inequality and by the demand for greater egalitarianism? What is the extent of inequality and of poverty in America today? How does one establish minimum standards for distributional justice? Is the United States currently on the road toward achieving that minimum standard? What is the array of federal welfare programs presently available and what is their effect? What reforms or changes are currently on the political agenda? Can we imagine a society somewhat like that in the United States achieving a very different distribution of educational and occupational outcomes as described by race, income, class, and language spoken by parents?

GOVT 311 Urban Politics (III)

Fall. 4 credits. M. Shefter.

Covers the major political actors, institutions, and political styles in large American cities: mayors, city councils, bureaucracies, ethnic and racial minorities, urban machine politics, and the municipal reform movement.

Considers the implications of these political forces for policies pertaining to urban poverty, homelessness, and criminal justice.

GOVT 313 The Nature, Functions, and Limits of Law (III)

Spring. 4 credits. Undergraduates only. R. Hillman.

A general education course for students at the sophomore and higher levels. Law is presented not as a body of rules but as a set of varied techniques for resolving conflicts and dealing with social problems. The roles of courts, legislatures, and administrative agencies in the legal process is analyzed, considering also the constitutional limits on their power and practical limits of their effectiveness. Assigned readings consist mainly of judicial and administrative decisions, statutes and rules, and commentaries on the legal process. Students are expected to read assigned materials before each class and to be prepared for participation in class discussion.

[GOVT 314 Prisons (III)]

4 credits. Not offered 2001-2002.]

[GOVT 316 The American Presidency (also AM ST 316) (III)]

4 credits. Not offered 2001-2002.]

GOVT 317 Campaigns and Elections (III)

Fall. 4 credits. W. Mebane.

This course examines campaigns and elections, focusing primarily on national elections in the United States. Topics include the relationship between elections and the economy, the weakness of the American party system, voter turnout, individual voting decisions, negative campaigning, and the noncompetitiveness of congressional elections. We examine several theories that explain these phenomena, including in particular the theory of rational choice. Course requirements include one or two papers based on original analysis of election survey data.

GOVT 318 The American Congress (III)

Spring. 4 credits. M. Shefter.

The role of Congress in the American political system. Topics discussed: the political setting within which Congress operates, the structure of Congress, the salient features of the legislative process, and recent congressional behavior in a number of policy areas.

GOVT 319 Minority Politics in the US (also LSP 319) (III)

Spring. 4 credits. M. Jones-Correa.

In 1965 the landscape of American politics changed dramatically with the passage of the Voting Rights Act. That same year, Congress passed the Immigration Reform Act, which though little heralded at the time, arguably has had equally profound effects. This course provides a general survey of minority politics in the United States, focusing on the effects of these two key pieces of legislation. The course highlights the relationships between immigrants and minorities, electoral politics and protest politics, and between cooperation and competition within and among minority groups. The purpose of the course is not only to pinpoint the similarities and differences in the agendas and strategies adopted by minority groups, but to indicate the interaction between "minority" politics and American politics as a whole.

GOVT 320 Public Opinion and Public Choice (III)

4 credits. Prerequisite: GOVT 111 or

permission of the instructor. W. Mebane. A fundamental paradox in democracy is the fact that a government the people control will only rarely be a government that does what the people want. This is not to say that government **not** by the people is better (it's usually worse). This course explores this problem, contrasting the answers given by the concept of public opinion and the formal theory of social choice. We encounter the paradox in several American political institutions, including elections, legislatures, and bureaucracy.

GOVT 324 Legal Reasoning and Legal Adaptation: A Comparison of American and Talmudic Law (III)

Spring. 4 credits. J. Rabkin.

Legislatures may change old laws to reflect new preferences, but much American law is still adapted to modern challenges by judges using old precedents and principles, particularly in fields like family law, the law of contracts, and the law of torts. Talmudic law, which rests on much older principles and precepts and cannot fall back on new legislation to justify change in the modern

world, must also be adapted to new circumstances. The rabbinic authorities who seek to apply this law often invoke similar kinds of reasoning as American courts but under peculiar constraints. This course, an unusual venture in comparative law, focuses on characteristic modes of reasoning in each system, rather than attempting any systematic surveys of legal outcomes. Readings include selections from ancient texts as well as modern decisions and contemporary commentaries. No previous background is required.

[GOVT 327 Civil Liberties in the United States (III)]

4 credits. Not offered 2001–2002.]

GOVT 328 Constitutional Politics: The United States Supreme Court (III)

Fall. 4 credits. J. Rabkin.

The course investigates the role of the Supreme Court in American politics and government. It traces the historical development of constitutional doctrine and the institutional role the court has played in American politics.

[GOVT 353 Feminism Movements and the State (also WOMNS 353) (III)]

4 credits. Not offered 2001–2002.]

GOVT 404 American Political Development in the 20th Century (co-taught with GOVT 612) (III)

Spring. 4 credits. E. Sanders.

This course focuses on the major outbursts of reform directed at the national state from around 1890 to 2001: populism, progressivism, the New Deal, the civil rights—antiwar—environmental—feminist era 1964–76, and the emergence of new conservative movements in the 1980s and after, as well as the challenges to the neo-conservative and religious right movements posed by anti-nuclear weapons and gay rights movements. In each period we attempt to specify the composition and grievances of the reformers, changes in political party regimes, and their legislative and other institutional and cultural legacies. We identify grand and continuing themes in these episodic reform movements and what they say about American political life and institutions past and present.

GOVT 406 Politics of Education (III)

Fall. 4 credits. E. W. Kelley.

Education is simultaneously America's biggest business and the institutional process through which skills and values are passed on to the next generation. This course deals with conflicts about, and the politics of, education as they occur at national, state, and local levels. What (including values) will be taught and to whom? Who will benefit from formal education as a vehicle for entry into economic opportunity? What are the powers and restrictions on government in this area? How does the American system differ from other systems? How does educational testing affect equal opportunity to obtain meaningful competencies and jobs?

GOVT 408 Politics of the American Civil War (also AM ST 430) # (III)

Spring. 4 credits. R. Bensel.

The Civil War, along with the Founding of the nation in the late eighteenth century, is one of the two most important influences on the course of American political development. Arising out of intense ideological, cultural, and economic competition between the slave South and the free labor North, the conflict

created two new national states: a northern Union that replaced the loose federation of the antebellum period and a southern Confederacy that perished at Appomattox. In this course, particular attention is paid to: the political economy and culture of plantation slavery in the antebellum South; the apparent inevitability of collision between the slave and free states and their respective societies; the military, political, and economic strategies that determined, on both sides, the course and duration of the war; the limits and possibilities of reform of southern society during Reconstruction; and the impact of the Civil War on the subsequent development of the United States.

GOVT 409 Racial Prejudice and Political Intolerance (III)

Fall. 4 credits. J. Cowden.

This course explores the nature, scope, and etiology of intolerance and its implications for the operation of politics in the United States. Readings include many of the classics in political science, political psychology, psychoanalysis, and social psychology, dating from the 1930s to the present.

[GOVT 412 American Political Parties and Elections (III)]

4 credits. Not offered 2001–2002.]

[GOVT 413/613 Finance, Federalism, and Politics (III)]

4 credits. Not offered 2001–2002.]

GOVT 416 Personality and Politics (III)

Fall. 4 credits. J. Cowden.

The guiding assumption of this course is that politics is influenced in fundamental ways by variables that are commonly summarized by the term "personality." The course examines in a systematic fashion the effects of such variables on leadership, culture and ideology, national character, ethnic violence and hostility, and mass movements.

GOVT 419 The Politics of Scandal (III)

Spring. 4 credits. M. Shefter, J. Rabkin.

This seminar discusses the politics of "scandal" and "reform" in constitutional doctrine, American history, and recent experience.

[GOVT 427 The Politics of Environmental Protection in America (III)]

4 credits. Not offered 2001–2002.]

GOVT 428/728 Government and Public Policy: An Introduction to Analysis and Criticism (III)

Fall. 4 credits. T. J. Lowi.

GOVT 428 concentrates on history and criticism of U.S. policies and the politics associated with them. Particular attention is given to the origins and character of the regulatory state and the welfare state.

GOVT 429 Government and Public Policy: An Introduction to Analysis and Criticism (III)

Spring. Open to undergraduates. 428 and consent of instructor are required for 429. T. J. Lowi.

GOVT 429 is an opportunity to pursue further the research begun in 428.

Comparative Government

GOVT 131 is recommended.

GOVT 326 Building a Better Democracy (III)

Fall. 4 credits. K. O'Neill.

How would you put together a constitution for a newly democratic country? Democracy exhibits a variety of forms throughout the world. While all of these forms are democratic, the different structures and rules adopted by countries can lead to surprisingly different outcomes. This course explores the tradeoffs inherent in choosing a presidential versus a parliamentary structure. We will look at the consequence of using different electoral rules, whether there is a meaningful difference between systems with two parties and those with multiple parties, and what the different arguments are for choosing a unitary versus a federal government structure. The course combines theoretical arguments about different democratic institutions with real world examples of constitutional assemblies and constitutional reforms from Africa, Latin America, Israel, the United States, and Western and Eastern Europe.

GOVT 330 Europe, the US, and Japan in the Global Economy (also ILRIC 333) (III)

Fall. 4 credits. L. Turner.

For a description, see ILRIC 333.

GOVT 332 Modern European Politics (III)

Fall. 4 credits. D. Schirmer.

The course gives an introduction to politics and political systems in Western Europe. It starts with a brief history of the formation of the nation state and the establishment of democratic rule. It continues with the modes and structures of political conflict and explores political cultures, party and electoral systems, the roles of interest groups and social movements, and the mass media. It then turns to a discussion of parliament and government. The main countries studied include Britain, France, Germany, and Italy. The main dimensions guiding the comparison are conflict vs. consent, federalism vs. centralism, parliamentary vs. presidential systems, and majority vs. proportional representation. The course concludes with a discussion of minority-majority relations and the problem of democratic inclusion.

[GOVT 333 Government and Politics of the Former Soviet Union (III)]

4 credits. Not offered 2001–2002.]

[GOVT 334 Political Economy of East Asia @ (III)]

4 credits. Not offered 2001–2002.]

[GOVT 335 America in the World # (III)]

4 credits. Not offered 2001–2002.]

[GOVT 336 Postcommunist Transitions (III)]

4 credits. Not offered 2001–2002.]

[GOVT 338 Comparative Political Economy (III)]

4 credits. Not offered 2001–2002.]

GOVT 340 Latin American Politics @ (III)

Spring. 4 credits. H. Schamis.

This course is introductory lecture on the politics of Latin America. The main purpose is to view the region in a conceptual and comparative perspective. Country cases are introduced in order to understand the fundamental historical processes as well as to explain the significance of competing theoretical frameworks that have shaped the debate in the field. The course focuses on the political economies of the region in order to analyze the role of groups and classes under

different political regimes and contrasting strategies of development.

GOVT 341 Modern European Society and Politics (also SOC 341) (III)

Spring. 4 credits. S. Tarrow.

Since the French and industrial revolutions, modern Europe has been the major source of innovation and stability, freedom and imperialism, war and peace, capitalism and socialism, rule of law and state terror, and modernity and its critics. Even the 50-year division of the continent by the Cold War could not destroy its common, but contradictory heritage. This interdisciplinary core course in Modern European Studies serves as an introduction to European society and politics. Topics include European state-building and capitalism, nationalism and socialism, cycles of revolution and reaction, stratification and mobility, law and violence, and war and democracy. The course ends with an introduction to the European Union and its conflicts. May be taken separately, or in combination with GOVT 342, The New Europe, which focuses on contemporary Europe. If qualified student interest permits, a section may be offered in French or German.

[GOVT 342 United Germany in the New Europe (III)]

4 credits. Not offered 2001-2002.]

GOVT 343 The Politics of European Integration (III)

Fall. 4 credits. J. Pontusson.

This course explores the policies and policy-making of the European Union against the backdrop of the postwar history of European integration and the institutional framework of the EU. We also explore how European integration is reshaping domestic political and economic arrangements in the member states of the European Union and current debates about the emerging European polity. The implications of Eastward enlargement for the EU, for the emerging market economies of Eastern Europe and for the process of Europeanization are considered in some depth.

[GOVT 346 Modern Japanese Politics @ (III)]

4 credits. Not offered 2001-2002.]

GOVT 347 Government and Politics of China @ (III)

Fall. 4 credits. V. Shue.

An introduction to the main currents in China's domestic politics over the last 60 years. Topics include the revolutionary rise of communism; Maoism, in theory and in practice; the politics of bitterness during the "Cultural Revolution"; the evolving roles of the party and the military, and of peasants, workers, and intellectuals in the polity; the prospects for democracy, perceived social inequality, violence, corruption, and other pressing problems that have emerged with the reforms under Deng Xiaoping.

[GOVT 354 Capitalism, Competition, and Conflict in the Global Economy (III)]

4 credits. Not offered 2001-2002.]

[GOVT 356 Enlarging the New Europe: Labor, Business, and Politics (also ILRIC 337) (III)]

3 credits. Not offered 2001-2002.]

GOVT 357 American Indian Politics and Policy (also AIS 367 and R SOC 367) (III)

Fall. 3 credits. Enrollment limited to 20.

B. Baker.

This course addresses the Constitutional basis of the Federal-Indian Relationship through an examination of treaties, Supreme Court decisions, and Congressional law/policy. The effects of European and American forms of governance on traditional American Indian political structures are detailed and contrasted with contemporary tribal governments and political organizations. Issues relating to sovereignty and self-governance with respect to American Indian tribal governments are addressed relative to state and federal governments.

GOVT 358 Imagining the Modern Middle East (also NES 294, JWST 294) @ (III)

Fall. 4 credits. S. Aatout.

For description, see NES 294.

[GOVT 415 Race, Gender, and Organization (III)]

4 credits. Not offered 2001-2002.]

GOVT 432 Model European Union II (III)

Fall. 2 credits. J. Pontusson.

This two-credit course is designed to prepare students to participate in the annual Model European Union Simulation held, on an alternating basis, at SUNY Brockport and in Brussels. The simulation provides an opportunity for participants, representing politicians from the member states of the European Union, to discuss issues and resolutions of current concern to the E.U. The preparatory course introduces students to the E.U., the country that the Cornell team will represent, and the issues to be discussed at the simulation. A substantial part of travel costs for the Cornell team will be paid by the Institute for European Studies, and course enrollment is restricted by budgetary considerations. Students enrolled in this course are required to write a research paper.

GOVT 433 The Politics of Economic Liberalization in the Developing World @ (III)

Fall. 4 credits. H. Schamis.

What drives the current processes of economic liberalization taking place in most of the developing world? What kinds of constraints and opportunities do governments embarked upon such policy reforms face? What types of factors account for their success or failure? What is the relationship between the international dimension of this phenomenon and the domestic political conditions? This seminar addresses these questions by examining the interplay of domestic and international ideas, local and foreign actors, and national and transnational institutions which take part in these processes. The course focuses extensively on, but is not limited to, Latin America.

[GOVT 436 Environmental Politics and Policy (III)]

4 credits. Not offered 2001-2002.]

GOVT 437 Contemporary China: Society and Politics @ (III)

Spring. 4 credits. V. Shue.

Selected reading and in-class discussion of some of the central dilemmas that have been posed by the rapidly escalating processes of social change taking place under conditions of continuing political authoritarianism in China

today. Topics include broad changes in demographic and social structure; rising tensions in family and gender relations; the enduring salience of community and workplace; the resurgence of Chinese nationalism, of ethnic nationalisms, of regionalism, and of popular religious movements; the significance of rising rates of crime and of political corruption; the growing crisis of social welfare delivery; and the limits on political dissent and on the development of civil society.

[GOVT 438 Contemporary China: Political Economy @ (III)]

4 credits. Not offered 2001-2002.]

[GOVT 439 Japan in International Politics @ (III)]

4 credits. Not offered 2001-2002.]

[GOVT 440 The Political Economy of Market Reform (also GOVT 630) (III)]

4 credits. Not offered 2001-2002.]

[GOVT 448 The Quality of Democracy in Latin America @ (III)]

4 credits. Not offered 2001-2002.]

GOVT 449/749 Politics and Magic: Popular Religion and Political Power in China @ (III)

Spring. 4 credits. V. Shue.

A course of readings, research, and seminar discussions illuminating the intersections, past and present, between popular religious organizations, mass spiritual movements, the exercise of state power, and the patterns of political dissent in China. Topics include the Taiping Heavenly Kingdom, the Boxer Uprising, Chinese medicine and contemporary charismatic healing cults, as well as the recent global rise (and repression in China) of the Falun Dafa movement.

[GOVT 456 Poor People's Movements (II)]

4 credits. Not offered 2001-2002.]

[GOVT 458 Comparative Democratization (III)]

4 credits. Not offered 2001-2002.]

Political Theory

GOVT 161 is recommended.

[GOVT 260 Social and Political Philosophy (also PHIL 260) (III or IV)]

4 credits. Not offered 2001-2002.]

GOVT 293 Inequality, Diversity, and Justice (III or IV)

Fall. 4 credits. R. Miller.

See PHIL 193 for description.

GOVT 360 Ideology (III)

Spring. 4 credits. D. Rubenstein.

This course focuses on critical approaches to the study of ideology in order to understand the role of ideology in political subject formation. After an initial exploratory presentation of key Marxist (Marx, Gramsci, Althusser, Hebdige), structuralist/semiotic (Barthes, Eco) and psychoanalytic models (Freud, Lacan), we focus on specific ideologies of race, technology and gender. Students are required to write a 7-8 page take-home examination and a longer 10-12 page (double spaced) paper related to the issues addressed by the course material. A recommended bibliography is available to assist in the selection of the final paper topic.

[GOVT 364 The Selfish Individual and the Modern World (III)]

4 credits. Not offered 2001–2002.]

GOVT 366 American Political Thought from Madison to Malcolm X (also HIST 316 and AM ST 366) # (III)

Fall. 4 credits. I. Kramnick.

A survey of American political thought from the eighteenth century to the present. Particular attention is devoted to the persistence of liberal individualism in the American tradition. Politicians, pamphleteers, and poets provide the reading. Insightful historical and social context is offered.

GOVT 369 Introduction to Feminist Political Thought (also WOMNS 359) (III)

Fall. 4 credits. N. Hirschmann.

This course provides a general introduction to feminist political thought, surveying various current issues and methodologies. The course combines analysis of women in western political thought and the relationship of feminism to the discipline of political science; readings by contemporary feminist theorists; and consideration of what theory can contribute to practical issues such as battering, pornography, prostitution, racism, sexuality, and sexual harassment.

GOVT 370 Political Theory and Cinema (also GERST 330, COM L 330, THETR 330) (III or IV)

Fall. 4 credits. G. Waite.

For description, see GERST 330.

[GOVT 375 Visual Culture and Social Theory (also ART H 370 and COM L 368) (III or IV)]

4 credits. Not offered 2001–2002.]

GOVT 377 Concepts of Race and Racism (III)

Spring. 4 credits. A. M. Smith.

This course examines race and racism from a political theory perspective. We discuss the different types of racism: traditional racism, "new racism" or cultural racism, scientific racism and contemporary hybrid racism. We then examine the politically ambiguous "ethnicity theory." In the second half of the course, we consider the works by Marable on African American political economy; women of color feminist theorists; native American theorists; Takaki on Asian American labor history; and Hero on Latinos/Latinas and American politics. Although we discuss American multicultural history in some detail, our primary focus is on an investigation of these works' theoretical foundations.

[GOVT 461 Interpreting Race and Racism (III)]

4 credits. Not offered 2001–2002.]

GOVT 462 Modern Political Philosophy (also PHIL 346) (III or IV)

Fall. 4 credits. R. Miller.

See Philosophy 346 for description.

GOVT 464 Theorizing the Public Sphere (also GERST 496) (III or IV)

Fall. 4 credits. P. U. Hohendahl.

For description, see GERST 496.

GOVT 465 Reconceiving Liberalism (also PHIL 447) (III or IV)

Spring. 4 credits. R. Miller.

For description, see PHIL 447.

[GOVT 466 Feminism and Gender Discrimination (III)]

4 credits. Not offered 2001–2002.]

[GOVT 467 Radical Democratic Feminisms (III)]

4 credits. Not offered 2001–2002.]

[GOVT 469 Limiting War (also PHIL 369) (III or IV)]

4 credits. Not offered 2001–2002.]

[GOVT 470 Contemporary Reading of the Ancients (III)]

4 credits. Not offered 2001–2002.]

[GOVT 471 The Cultural Theory of the Frankfurt School (also GERST 495, COM L 495) (III or IV)]

4 credits. Not offered 2001–2002.]

[GOVT 473 Marx, Nietzsche, Freud (also GERST 415) (III or IV)]

4 credits. Not offered 2001–2002.]

[GOVT 474 Community, Nation, and Morality (also PHIL 446) (III or IV)]

4 credits. Not offered 2001–2002.]

International Relations

GOVT 181 is recommended.

GOVT 294 Global Thinking (also PHIL 194) @ (III or IV)

Fall. 4 credits. No prerequisites; intended for freshmen and sophomores. H. Shue. For description, see PHIL 194.

[GOVT 380 The Politics of Modern Germany (III)]

4 credits. Not offered 2001–2002.]

[GOVT 382 International Relations of East Asia @ (III)]

4 credits. Not offered 2001–2002.]

GOVT 384 Contemporary International Conflicts (III)

Fall. 4 credits. J. J. Suh.

This is a survey of contemporary international conflicts. After a brief review of theoretical literature on the causes of conflict/war, we address some of the more salient international security issues such as proliferation of weapons of mass destruction, missile defense, civil wars, and ethnic conflicts. We also critically evaluate whether the use of force or outside intervention is helpful in mitigating the contemporary conflicts.

GOVT 385 American Foreign Policy (III)

Fall. 4 credits. M. Fanis.

This course provides an overview of the history of American foreign policy, concentrating on the period between 1914 and the present. Various theoretical approaches to the study of American foreign policy are covered, including international, domestic, and individual levels of analysis. These interpretations are used to examine events including: the First World War and the League of Nations; the rise of American hegemony; various crises of the Cold War, including the U-2 crisis, the Suez and Berlin crises, and the Cuban missile crisis; and the Korean, Vietnamese, and Gulf Wars. Emphasis is placed on security as opposed to economic foreign policy issues.

GOVT 386 The Causes of War (III)

Spring. 4 credits. C. Way.

This course surveys leading theories of the causes of interstate war B that is, large scale organized violence between the armed forces of states. Why is war a recurring feature of international politics? Are democracies more peaceful than other types of states, and if so

what explains this "democratic peace"? Why do democratic publics seem to reward threats to use force by "rallying around the flag" in support of their governments? Does the inexorable pattern of the rise and fall of nations lead to cycles of great power wars throughout history? These and other questions are examined in our survey of theories of war at three levels of analysis: the individual and small groups, domestic politics, and the international system. Topics covered include: historical patterns in warfare; theoretical explanations for war; evaluation of the evidence for the various explanations; nuclear weapons; ethics and warfare; and the major security problems of the coming decades, civil war, and the prospects for peace in the future.

[GOVT 387 Political Psychology in International Relations (III)]

4 credits. Not offered 2001–2002.]

[GOVT 388 International Political Economy (III)]

4 credits. Not offered 2001–2002.]

[GOVT 389 International Law (III)]

4 credits. Not offered 2001–2002.]

GOVT 390 International Relations and Film Theory (III)

Fall. 4 credits. J. Kirshner.

This course considers how ideas about major themes in the history of world politics have been expressed through film. The course includes a review of principal theories of international relations as well as a consideration of visual analysis: how filmmakers express their ideas through the construction, juxtaposition, and manipulation of images. Topics such as World War I, the Cold War, and globalization are addressed and films discussed include *Paths of Glory*, *Lifeboat*, and *The Manchurian Candidate*.

GOVT 391 Chinese Foreign Policy @ (III)

Fall. 4 credits. A. Carlson.

In this course we examine the dramatic rise of China through review of the main themes and trends in contemporary Chinese foreign policy since the establishment of the People's Republic, and more specifically concentrating on major developments in Chinese foreign policy during the 1980s and 1990s. Such a survey involves not only a consideration of the evolution of China's relations with its major bilateral partners, but also investigating its changing relationship with international institutions and norms. In addition, students are asked to consider the extent to which Chinese foreign policy is simply a reflection of systemic and structural variables, such as shifts in the relative balance of power, and what role other factors, such as ideology, culture, leadership psychology, and/or domestic politics play. In short, we are exploring how important "China" is in determining the course of Chinese foreign policy.

[GOVT 392 International Relations of the Middle East (also NES 395) @ (III)]

4 credits. Not offered 2001–2002.]

GOVT 393 Introduction to Peace Studies (also SOC 310) (III)

Fall. 4 credits. J. Reppy.

This course serves as an introduction to the study of war, peace, and peacemaking. We study different theories of peace and war from a variety of disciplinary perspectives. The course covers definitions of peace and war, causes of conflict, and modes of conflict prevention and resolution. The concepts are

applied to a range of historical and current conflicts. Students prepare analyses of specific conflicts or instances of peacemaking for class presentation.

GOVT 395 New Forces (Actors and Issues) in International Politics (III)
Spring. 4 credits. A. Carlson.

How important are regional groupings, non-governmental organizations, narco-terrorists, ethnic groups, and transnational environmental issues, within international politics? These forces seem to be occupying an increasingly central position in the international arena, yet the factors that have caused their rise, and the degree to which they have transformed the face of international politics, are still poorly understood. In this course we address such issues through exploring how students of international politics have described and explained the emergence of these new forces in the international system during the post-Cold War period. In short, the course focuses on determining the extent to which we are witnessing a transformation of the international political system, and why such a change is (or is not) taking place.

[GOVT 475 The Politics of International Monetary and Financial Relations (III)]
4 credits. Not offered 2001-2002.]

[GOVT 477 Rational Choice Approaches to International Relations (III)]
S4 credits. Not offered 2001-2002.]

[GOVT 478 Decision Making (III)]
4 credits. Not offered 2001-2002.]

[GOVT 479 Sovereignty and International Relations (III)]
4 credits. Not offered 2001-2002.]

[GOVT 481 Democracies in the International System (III)]
4 credits. Not offered 2001-2002.]

GOVT 483 The Military and New Technology (also S&TS 483) (III)
Spring. 4 credits. J. Reppy.

In conventional wisdom, military organizations are seen paradoxically both as inflexible institutions and as proponents and consumers of rapid technological change. In this seminar we examine changes over time in the attitude of the military toward new technology and analyze competing explanations for these changes. Readings include Michael Howard, *War and European History*; John Ellis, *The Social History of the Machine Gun*; and Donald MacKenzie, *Inventing Accuracy: An Historical Sociology of Nuclear Missile Guidance*.

[GOVT 486 Gender, Nationalism, and Conflict (III)]
4 credits. Not offered 2001-2002.]

GOVT 487 Asian Security (also GOVT 687) (III)

Spring. 4 credits. A. Carlson, J. J. Suh. Throughout the 1990s it has been part of the conventional wisdom of international relations scholarship that Asia was, in the words of Aaron Friedberg, "ripe for rivalry." In this seminar we explore the accuracy of such an assessment through studying Asia's historical and contemporary security situation. Such an examination is oriented toward introducing students to the main security issues confronting Asia, alongside an exploration of the extent to which competing explanations drawn from different strands of IR theory and

the security field can explain such issues. In addition, we ask students to challenge the limitations of traditional security studies through considering the importance of new actors and issue areas within the region. In short, while the seminar has a regional focus on east Asia, it is framed within the broader literature of the field.

GOVT 490 International Institutions (also GOVT 690) (III)

Fall. 4 credits. J. J. Suh. This is a study of the ways in which units in the international system are constituted and how their interactions are institutionalized. We examine not only formal international organizations that have formal decision-making rules and palpable entities, but also "settled practices" that legitimize certain actions and de-legitimize others. We develop our theoretical understanding of international institutions by analyzing such issue areas as decolonization, human rights, the environment, and communications.

[GOVT 491 Conflict, Cooperation, and Norm: Ethical Issues in International Affairs (III)]
4 credits. Not offered 2001-2002.]

Honors Courses

Late each spring a limited number of sophomore majors are admitted to the honors program, their work to begin the following fall. Application forms and a full description of the program may be obtained in 125 McGraw Hall.

GOVT 493 Studying Politics: The Junior Honors Seminar

Fall and spring. 4 credits. Fall, H. Schamis; spring, K. O'Neill.

The seminar meets twice weekly under the supervision of a senior faculty member with numerous classes being led by other members of the department faculty. The seminar surveys the broad range of what we mean by "the study of politics" and the various methods we enlist to carry out the study. The seminar is writing intensive, requiring at least five papers.

GOVT 494 Honors Seminar: Thesis Clarification and Research

Fall. 4 credits. A. M. Smith. Each student works individually with a faculty member. The student initiates the tutorial by interesting a faculty member in his or her likely thesis project and by submitting to the director of undergraduate studies a form outlining the general area the thesis will treat and bearing the faculty tutor's signature. This form is due the third week of classes. The tutorial culminates in a 10- to 15-page paper setting forth the central questions to be addressed by the thesis, the state of existing knowledge regarding those questions, and why they matter.

GOVT 495 Honors Thesis: Research and Writing

Spring. 4 credits. Limited to students who have successfully completed GOVT 494. Students continue the work of the preceding semester typically with the same faculty tutor. Research on the thesis is completed and writing begun. The tutorial culminates in a thesis of some 60 to 80 pages. The grade for the tutorial is determined by the faculty tutor, while the degree of honors (if any) awarded

the thesis is decided by a committee of faculty members established for that purpose.

Independent Study

Independent study, GOVT 499, is a one-on-one tutorial which is arranged by the student with a faculty member of their choosing. GOVT 499 is open to government majors doing superior work, and it is the responsibility of the student to establish the research proposal and to find a faculty sponsor. Applicants for independent study must present a well-defined program of study that cannot be satisfied by pursuing courses in the regularly scheduled curriculum. No more than four credits of independent study may count toward fulfillment of the major. Students who elect to continue taking this course for more than one semester must select a new theme or subject each semester. Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. Keep in mind that independent study cannot be used to fulfill the seminar requirement. The application form for Independent Study is available in 125 McGraw Hall and must be completed at the beginning of the semester in which the course is being taken.

GOVT 499 Readings

Fall or spring. 1-4 credits.

Graduate Seminars

Qualified undergraduates are encouraged to apply for seminars listed with 600 course numbers but may only register with the permission of the instructor. Students may consult the supplement that lists graduate courses, available in the department office.

Field Seminars

GOVT 603 Field Seminar in American Politics

Fall. 4 credits. E. Sanders. The basic issues and institutions of American government and the various subfields of American politics are introduced. The focus is on substantive information and theoretical analysis and problems of teaching and research.

GOVT 606 Field Seminar in International Relations

Spring. 4 credits. C. Way and J. J. Suh. A general survey of the literature and propositions of the international relations field. Criteria are developed for judging theoretical propositions and are applied to the major findings. Participants are expected to do extensive reading in the literature as well as research.

[GOVT 607 The Western Political Tradition: A Survey]

4 credits. Not offered 2001-2002.]

Methodology

GOVT 601 Scope and Methods of Political Analysis

Fall. 4 credits. W. Mebane. This course introduces the major analytical approaches used in contemporary political science research. We touch on broad philosophical issues concerning the nature of theory and inference, the practices of cultural

and historical interpretation, and the relevance of moral values and political commitments. Several kinds of research designs, including comparative case study and quasi-experimentation, are briefly examined. The basic analytical ideas involved in statistical methods such as sampling and regression analysis are introduced, as are the basic concepts of the theory of collective choice and the elementary methods of applied game theory.

GOVT 602 Seminar in Political Methodology

Spring. 4 credits. J. Cowden and W. Mebane.

This course provides an introduction to some of the quantitative methods used in the social sciences. Topics discussed include elementary probability theory, random variables, functions of random variables, and sampling distributions; concepts of inference including point estimation, confidence intervals, and hypothesis testing; bivariate regression; and multiple regression.

GOVT 605 Comparative Methods

Spring. 4 credits. J. Pontusson.

This seminar provides a survey of different methodological approaches to the study of comparative politics: single case studies, comparative case studies based on Millian logic, qualitative comparative analysis, and a variety of quantitative methods. Substantive works are used to illustrate each approach. Throughout, the discussion emphasizes methodological issues that are common to all forms of comparative inquiry.

GOVT 707 Game Theory for Political Science

Fall. 4 credits. K. O'Neill.

Introduction to game theoretic models of politics. Lays out the logical basis of game theory at an accessible level, and demonstrates applications to topics in comparative politics, international relations, and American politics. Students achieve an understanding of the basic concepts of game theory, the ability to solve and to formulate simple games, and some knowledge of the basic models used in political science.

American Government and Institutions

GOVT 610 Political Identity: Race, Ethnicity, and Nationalism (also LSP 610)

Fall. 4 credits. M. Jones-Correa.

The social sciences generally treat ethnicity, nationalism, and race as descriptive categories or variables, while avoiding actually defining these categories, or thinking about how they should be used. The course seeks answers to the following questions: How should we go about describing ethnicity, nationalism, and race? Should we treat them as primordial or as social constructions? Much of the recent literature suggests the latter. If constructed, by whom are they constructed (or by what)? What constrains/structures these constructions? What purposes do these constructions serve? Whom do they serve? Are some constructions better representations of identity than others, and what does this mean? How should we go about applying these categories in political analysis?

[GOVT 611 The Political Economy of American Development, 1860-1900]

4 credits. Not offered 2001-2002.]

GOVT 612 American Political Development in the 20th Century (co-taught with GOVT 404)

Spring. 4 credits. E. Sanders.

For description, see GOVT 404.

[GOVT 613/413 Finance, Federalism, and Politics]

4 credits. Not offered 2001-2002.]

GOVT 615 State and Economy in Comparative Perspective

Fall. 4 credits. R. Benschel.

This course reviews the extensive literature on the political economy of comparative state formation and institutional change. Among the topics covered are war-making and state expansion, regime evolution and economic development, and market processes and class transformations. Although much of the reading and discussion focuses on the United States and Europe, the limits of these cases as theoretical prototypes for the remainder of the world is also considered.

[GOVT 620 The United States Congress]

4 credits. Not offered 2001-2002.]

GOVT 623 The Politics of Courts

Fall. 4 credits. J. Rabkin.

All modern or westernized governments have judicial organs, designed to provide impartial decisions on certain kinds of disputes. But the kinds of issues that are left to courts vary widely from country to country and from era to era; the forms and degrees of political insulation for courts also vary widely; even the official rationales for such institutions vary a good deal. All of these differences are sometimes subjects of political controversy. This course will survey various forms and doctrines of judicial authority, seeking to clarify the relation between particular judicial models and the political systems in which they operate. Supra-national courts and administrative organs will be included in the survey, but principal emphasis will be on the role of courts in English-speaking countries.

[GOVT 703 Political Economy]

4 credits. Not offered 2001-2002.]

GOVT 728 Government and Public Policy

Fall. 4 credits. T. J. Lowi.

For description, see GOVT 428.

Comparative Government

GOVT 630 The Political Economy of Market Reform

Spring. 4 credits. H. Schamis.

This seminar is open to advanced undergraduate and graduate students. It addresses the political economy of market reform in East-Central Europe and Latin America. Specifically, we study the relatively fast collapse of state socialism versus the long decline of import substituting industrialization, and their respective legacies on new economic and political systems. We focus on the role of major agents in the transformation process—the international system, coalitions of interest groups, political (especially state) institutions, and ideologies. Throughout the semester, we examine the emerging market societies in the east and the south in comparative fashion.

[GOVT 632 Politics and Society in Western Europe]

4 credits. Not offered 2001-2002.]

[GOVT 638 Latin American Political Economy]

4 credits. Not offered 2001-2002.]

GOVT 639 Studying Political Culture

Spring. 4 credits. D. Schirmer.

Selected readings deploying a range of differing approaches to the study of the relations between culture and politics. Discussion of central methodological and interpretive questions and paradigms including the linkage of cultural with structural explanations and the framing of informative comparisons across cultures. Readings and discussion focus on European and North American examples.

GOVT 641 Revitalizing Labor: A Comparative Perspective (also ILRIC 632)

Fall. 4 credits. L. Turner.

For description, see ILRIC 632.

[GOVT 642 Comparative Political Economy: East and Southeast Asia]

4 credits. Not offered 2001-2002.]

GOVT 645 Chinese Politics

Fall 4 credits. V. Shue.

Review and assessment of several of the major currently competing approaches to the study of Chinese politics. Discussion and evaluation of leading works in the field analyzing Chinese state and society, policymaking and policy implementation, bureaucratic politics, elite politics, political culture, and political economy. Special attention to problems of research and interpretation.

[GOVT 653 The Plural Society Revisited (also ASIAN 607)]

4 credits. Not offered 2001-2002.]

[GOVT 656 Comparative Political Economy]

4 credits. Not offered 2001-2002.]

[GOVT 657 Comparative Democratization]

4 credits. Not offered 2001-2002.]

GOVT 660 Social Movements and Contentious Politics (also SOC 660)

Fall. 4 credits. S. Tarrow.

This research seminar surveys the related fields of social movements and contentious politics. Using theories that derive from both the collective behavior and political process traditions of social movement research, the course seeks to broaden these into a general approach to contentious politics, applicable protest cycles, strike waves, nationalism, democratization and revolution. Students write review essays or research papers.

GOVT 692 The Administration of Agricultural and Rural Development

Spring. 4 credits. N. Uphoff.

For description, see INTAG 603.

[GOVT 731 Political Ecology]

4 credits. Not offered 2001-2002.]

[GOVT 732 Postsocialist Transformations]

4 credits. Not offered 2001-2002.]

[GOVT 735 Politics of South Asia]

4 credits. Not offered 2001-2002.]

GOVT 749/449 Politics and Magic: Popular Religion and Political Power in China

Spring. 4 credits. V. Shue.

See GOVT 449 for description.

Political Theory

[GOVT 663 Political Theories of Power]

4 credits. Not offered 2001-2002.]

[GOVT 665 American Political Thought: From Madison to Malcolm X]
4 credits. Not offered 2001-2002.]

[GOVT 667 Major Figures in Modern Political Theory]
4 credits. Not offered 2001-2002.]

GOVT 668 Major Figures in Modern Political Theory II: Freedom
Spring. 4 credits. N. Hirschmann.
A complementary course to GOVT 667, this graduate seminar allows students to continue intensive study of major figures in modern political theory through particular temporal or thematic lenses. While the focus changes from year to year, the seminar either engages in intensive analysis of two or three particular "great names" in the field of political theory, or focuses on a specific theme—such as freedom, justice, obligation—as it is treated by significant theorists of the modern era.

[GOVT 669 Modern Social Theory I (also GERST 669)]
4 credits. Not offered 2001-2002.]

[GOVT 670 Modern Social Theory II (also GERST 670)]
4 credits. Not offered 2001-2002.]

GOVT 671 Graduate Seminar in Feminist Political Theory
Fall 4 credits. The course is open to undergraduates who have taken GOVT 463 or other courses in feminist theory, with permission of the instructor.
N. Hirschmann.

This graduate seminar examines contemporary feminist theory from the perspective of political theory. We study the work of feminist theorists who work specifically within the discipline of political science, as well as the specifically political dimensions of work not generally considered political theory. Though particular readings and topics change from year to year in response to the most recent literature, in general the course focuses on questions of epistemology and methodology as a way to explore a variety of issues of relevance to feminism as an academic, intellectual, and political enterprise.

[GOVT 673 Republicanism and Liberalism]
4 credits. Not offered 2001-2002.]

GOVT 674 Theory and Practice of Nationalism
Fall. 4 credits. D. Schirmer.

This course is devoted to the comparative study of the rise and transformation of nationalism, according to different theoretical and philosophical traditions. The relationship of nationalism to questions of race, gender, class, and time is also discussed on the basis of both theoretical and empirical studies.

[GOVT 675 Gramsci and Cultural Politics (also GERST 685)]
4 credits. Not offered 2001-2002.]

[GOVT 676 Theories of Governmentality]
4 credits. Not offered 2001-2002.]

[GOVT 679 Althusser and Lacan]
4 credits. Not offered 2001-2002.]

[GOVT 760 Theoretical Approaches to Ideology]
4 credits. Not offered 2001-2002.]

[GOVT 761 "The Sign of History": Kant and Lyotard (also GERST 693)]
4 credits. Not offered 2001-2002.]

GOVT 762 Sexuality and the Law Seminar (also WOMNS 762)
Spring. 4 credits. A. M. Smith.

An advanced feminist theory/social theory/political theory/queer theory/legal theory seminar for graduate students. The seminar deals first with theoretical approaches to sexuality that build on and interrogate the post-structuralist approach that defines sexuality as a social construction, rather than an expression of a-historical instincts. Then we explore major works in the field that address issues in American politics such as the construction of "the family" in law; lesbian, gay, bisexual and transgender rights; the regulation of prostitution and public sex; eugenics and governmental population management initiatives; sex education, birth control, reproductive technologies and abortion politics; pornography, censorship and public arts funding; public policy responses to sexually transmitted diseases and the AIDS crisis; and the "family values" dimension of welfare policy. Our reading list includes the works of Michel Foucault, Martha Fineman, Janet Halley, Nancy Fraser, Judith Butler, Judith Walkowitz, Jeffrey Weeks, Linda Gordon, Mimi Abramowitz, Gwendolyn Mink, Dorothy Roberts, Zillah Eisenstein, Rosalind Petchesky, Nan Hunter and Lisa Duggan. Advanced undergraduate students are welcome to apply for admission to the seminar, but they are asked to satisfy, at minimum, the following prerequisites: at least one course in feminist theory and at least one course in American Government.

International Relations

GOVT 680 Sovereignty and International Politics

Fall. 4 credits. A. Carlson.

In recent years international relations theorists have become embroiled in an increasingly heated debate over the role of sovereignty in the contemporary international system. In this seminar we investigate the main aspects of this debate through paying particular attention to questions involving the historical evolution of sovereignty, and its contemporary meaning within an international system. The intent of such a course is not only to critically analyze sovereignty's role in international politics, but also to explore how the approach IR theorists take in regards to sovereignty informs their understanding of systemic and structural change within the international system. In addition, we consider the extent to which a series of competing explanations shed insight upon issues of continuity and change raised by the apparent rise of economic and political integration between states.

GOVT 681 Politics of Transnationalism
Fall. 4 credits. S. Tarrow.

Between the realism of traditional international relations and the constructivism of its critics, a new school of transnational politics has developed. Ranging from sociological institutionalists who examine transnational normative diffusion to students of international institutions who focus on non-state authority, to students of globalization and its discontents, scholars in this tradition examine the responses of actors in civil society to a globalizing world through their interactions with one another, with states, and with international institutions. The course traces the development of this area of research from its origins in the "old" transnational politics of the 1970s; examines critically the contributions of constructivism, sociological institutionalism,

and global civil society; and proposes a model of the international system in which transnational actors—claiming to act as proxies for civil society groups—interact with states and international institutions. Particular attention is paid to the formation of transnational coalitions among social movements, transnational advocacy networks, state actors and agents of international institutions.

[GOVT 684 Strategies of Inquiry for International and Comparative Politics]
4 credits. Not offered 2001-2002.]

[GOVT 685 International Political Economy]
4 credits. Not offered 2001-2002.]

GOVT 687 Asian Security (also GOVT 487)
Spring. 4 credits. A. Carlson, J. J. Suh.
For description, see GOVT 487.

GOVT 688 Political Economy and National Security
Spring. 4 credits. J. Kirshner.

This seminar considers the relationship between economics and national security. Specific topics change from year to year, but typically include the following: the economic foundations of power, economic coercion, the economic roots of conflict, and the ways in which structural changes in the international economy shape and limit state authority.

GOVT 689 International Security Politics
4 credits. Not offered 2001-2002.]

GOVT 691 Normative Elements of International Relations
Fall. 4 credits. H. Shue.

We examine selected normative elements of international affairs, divided into three interlocking clusters. First are issues about conflict, including both low-intensity military intervention and nuclear weapons. Second are questions about cooperation, especially between rich nations and poor nations. Third are debates about the authority and status of the major players in the international system: individual persons, nation-states, and international regimes. Questions considered include: is the retention by some nations of nuclear weapons morally justified? Is the world economy unjust? Should national governments be pressured to respect individual human rights?

Independent Study

This course is *NOT* open to undergraduates. Undergraduates wishing to conduct supervised study should register for GOVT 499.

GOVT 799 Independent Study
Fall or spring. 4 credits.

GOVT 799 is a course of individualized readings and research for graduate students. Topics, readings, and writing requirements are designed through consultation between the student and the instructor. Graduate students in government who are looking to use this as an option to fulfill their course requirements should check with their chairs to be certain that the program of study is acceptable for this purpose. Applications must be completed and signed by the instructor and by the chairs of their special committees. They are available from, and must be returned to, the graduate assistant in 125 McGraw Hall.

GREEK

See Department of Classics.

HEBREW

See Department of Near Eastern Studies.

HINDI-URDU

See Department of Asian Studies.

HISTORY

S. Greene, chair; V. Caron, director of graduate studies; R. Weil, director of undergraduate studies; S. Blumin, T. Borstelmann, V. Caron, S. Cochran, R. Craib, P. R. Dear, M. C. Garcia, K. Graubart, S. Greene, P. Holquist, I. Hull, P. R. Hyams, J. J. John, K. Kammen, M. Kammen, S. L. Kaplan, J. V. Koschmann, D. C. LaCapra, W. F. LaFeber, T. L. Loos, R. L. Moore, J. M. Najemy, M. B. Norton, C. Peterson, J. R. Piggott, S. Pohl, R. Polenber, W. B. Provine, M. J. Roldan, J. H. Silbey, M. Steinberg, B. Strauss, E. Tagliacozzo, D. Usner, M. Washington, R. Weil, J. H. Weiss, D. Wyatt

Emeritus: D. A. Baugh, K. Biggerstaff, W. M. Pintner, F. Somkin, B. Tierney

The popularity of history among Cornell students is due to its usefulness as preparation for graduate, professional, or law school and for any career that requires critical thinking and good writing; the reputation of the faculty for scholarship, teaching, and advising; and most of all, the intrinsic interest of the discipline. A wide variety of introductory and advanced courses is offered. The department is particularly strong in ancient, medieval, and modern European history; in American, Latin American, and Asian history; and in the history of science.

Advanced Placement and International Baccalaureate

Advanced placement and International Baccalaureate credit awarded by the College of Arts and Sciences counts towards the 120 credits needed for graduation, but does not count toward completion of the history major. Students earning a 4 or 5 in the Advanced Placement Examination or a 6 or 7 in the International Baccalaureate history examinations are urged to enroll in intermediate or advanced history classes. Students who are unsure about their qualification should consult the instructor.

The Major

To complete the history major, a student must fulfill the requirements listed below:

Entry requirement: completion of *any* two History courses excluding First-Year Writing Seminars.

- 1) Take nine history department courses (for either 3 or 4 credits each), completing all of them with a grade of C or better. (Courses taken for entry may count towards fulfilling the major.)
- 2) Of the total nine courses:

- a) four must be outside of American history and
- b) three must be in history before 1800.

Courses used to fulfill requirement (1) above may also be used to fulfill Requirement (2), in respect both to (a) and (b) if applicable. A course in American history before 1800 may be used to fulfill Requirement (2b). A course before 1800 in a field other than American history can be used toward fulfillment of both Requirements (2a) and (2b).

- 3) Of the total nine courses, one must be a 400-level seminar. HIST 400 may be used to fulfill this requirement. Appropriate 400-level seminars may be used to fulfill Requirements (2a) and (2b).

Honors

The history department offers an honors program for students who wish to research and write a thesis during their senior year. In addition to writing the thesis, honors students must maintain a 3.5 average in their history courses, take the Honors Proseminar (History 400) plus an additional 400-level seminar, preferably during their junior year, and complete 10 courses in history (for 3 or 4 credits each). During the second term of the sophomore year or early in the junior year, interested students should speak to a faculty member or faculty adviser about the honors program.

Before the beginning of the senior year, the candidate presents, in conversation or in writing, a thesis proposal to an appropriate member of the faculty. The faculty member who approves the proposal ordinarily becomes the thesis supervisor. If for any reason it is necessary to change supervisors, this arrangement should be confirmed no later than the fourth week after the beginning of the candidate's senior year.

Honors candidates should register in HIST 401, Honors Research, with their supervisors. Any exceptions to this must be approved by the Honors Committee. HIST 401 is a four-credit course that permits honors candidates to conduct research and to begin writing the honors essay. At the end of the first semester of the senior year, as part of the requirements for HIST 401, the student submits to the supervisor a 10- to 15-page overview, or, alternatively, a preliminary draft of some part of the thesis along with an outline of the whole and meets with a committee consisting of the student's supervisor and one other department member who will eventually serve as a reader of the thesis. That committee then recommends whether the student may proceed to enroll in HIST 402, Honors Thesis, during the final semester of the senior year. HIST 402 is a four-credit course that permits honors candidates to complete the honors essay and to demonstrate their understanding of the ways in which the themes explored in the thesis fit into a larger historical context.

The completed thesis is evaluated by three readers, including the two faculty members who administered the preliminary oral interview in December.

The text of the honors essay may not exceed 60 pages except by permission of the chair of the honors committee and the student's supervisor. Two copies are due during the third or fourth week of April. In May each

honors candidate is given an oral examination administered by the supervisor; examination focuses on the essay as well as the specific subfield of history in which the student has conducted research (e.g., Periclean Athens, seventeenth-century science, nineteenth-century American politics).

To qualify for a bachelor of arts degree with honors in history, a student must (1) sustain at least a 3.5 cumulative average in all history courses and (2) earn at least a cum laude grade on the honors essay and on the oral examination.

Cornell-in-Washington Program. History majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

Course Offerings

Comparative history
History of science
American history
Latin American history
African history
Asian history
Near Eastern history
Ancient European history
Medieval, Renaissance, and early modern European history
Modern European history
Honors and research courses

Course Numbering System

100-level courses are very general introductory courses (like 151-152, 190-191) and freshman writing seminars.

200-level courses come in two kinds: seminars or lecture courses. Neither kind has prerequisites and both admit freshmen.

200-level seminars (which are identified by the name "seminar" in the title) are similar to first-year writing seminars, except that there is greater emphasis on subject matter and less on writing.

200-level lecture courses cover a relatively broad geographical area, period of time, or subject.

300-399-level courses may have specified prerequisites or deal with more-specialized subjects than do those numbered 250-299. Admission of freshmen varies from course to course and is indicated in the course descriptions.

400-499 are upper level undergraduate courses.

600-699 and 700-799 are graduate level courses.

Comparative History

[HIST 274 Foodways: A Social History of Food and Eating # (III)]

Fall. 4 credits. Not offered 2001-2002.

S. L. Kaplan.

An interdisciplinary examination of the validity of the adage "man is what he eats." Among the topics: food and nutrition, food and social structure, the politics of food control, food and modernization, taste making, and food in religion and literature. Cases are drawn widely

across space and time, from Pharaoh's Egypt to the 1990s.]

HIST 360 Early Warfare, East and West # (III)

Fall. 4 credits. C. Peterson.

A study of the principal modes of warfare found both in the East and the West from ancient times up to the eighteenth century. Tactical evolution and the impact of innovations are stressed, but attention is also paid to the general social and cultural background and the role of nonmilitary factors.

[HIST 380 Social History of Western Technology # (III)]

4 credits. Not offered 2001-2002. J. Weiss. For description, see History of Science.]

[HIST 393 Images of Humanity in Medieval China (also ASIAN 393) @ # (III)]

Fall. 4 credits. Prerequisite: any course on premodern China or Chinese religions, or permission. Not offered 2001-2002. C. Peterson.]

[HIST 409 Seminar on Work in Europe and America # (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002; next offered 2002-2003. S. L. Kaplan.

A comparative study of the meaning of work in different societies from premodern times to the present. Emphasis is on the "representations" of work of the actors themselves who worked, as well as of those, who for various critical reasons, did not work. The seminar examines not only ideology but also the organization, practice, and physical place of work. It explores theory as well as "cases," and draw on anthropological and sociological as well as historical materials.]

[HIST 432 The City in History: Europe and America # (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002; next offered 2002-2003. S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe and in modern Europe and America. Individual research projects.]

[HIST 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also GOVT 454) # (III)]

Spring. 4 credits. Limited to 20 students. Prerequisite: permission of instructor. Not offered 2001-2002. J. Najemy, M. Bernal.]

History of Science

HIST 250 Technology in Society (also ENGRG 250, ECE 250, and S&TS 250) (III)

Fall. 3 credits. R. Kline.

For description, see ENGRG 250.

[HIST 280 The Sciences in the Twentieth Century (also S&TS 283) (III)]

Spring. 4 credits. Not offered 2001-2002. M. A. Dennis.

Science emerged as a powerful source of social, economic, and political power during the twentieth century. Through an examination of the development of the sciences—physical and biomedical—during the twentieth century, students learn about the reciprocal relations between science and society. Topics covered may include the rise and development of quantum mechanics; the emergence

of Big Science; the history of the sciences in totalitarian nations, especially the former Soviet Union, Nazi Germany, and Communist China; the evolutionary synthesis; the rise and fall of molecular biology; the multiple forms of eugenics; the changing character of the social sciences; the role of new technologies in scientific change, especially computer and communication technology; the growth of science as a profession; and the development of science in non-Western cultures.]

HIST 281 Science in Western Civilization (also S&TS 281) # (III)]

Fall. 4 credits. HIST 281 is not a prerequisite to 282. P. R. Dear.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show science as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. 281 runs chronologically up to the death of Isaac Newton and focuses on the cultural traditions of Christian Europe and its selective appropriation of a Greek heritage.

HIST 282 Science in Western Civilization (also S&TS 282) # (III)]

Spring. 4 credits. HIST 281 is not a prerequisite to 282. P. R. Dear.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show sciences as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. This course covers the eighteenth, nineteenth, and early twentieth centuries.

HIST 287 Evolution (also BIO EE 207, S&TS 287) (I or III)]

Fall or summer. 3 credits. W. Provine.

For description, see BIO G 207.

HIST 292 Inventing an Information Society (also ENGRG 298, ECE 298, and S&TS 292) (I or III)]

Spring. 3 credits. R. Kline.

For description, see ENGRG 298.

[HIST 380 Social History of Western Technology # (III)]

Spring. 4 credits. Not offered 2001-2002; next offered 2002-2003. J. Weiss.

Studies in the interaction between technological changes and social changes in Western Europe and America since the eighteenth century. Readings and lectures deal both with instances of social transformation that accompanied technological changes and with the role of technology in social thought and cultural expression. Special attention is paid to three periods: Britain during the Industrial Revolution, America in the nineteenth century, and America during the Vietnam War.]

HIST 415 Seminar in the History of Biology (also BIO G 467, B&SOC 447, S&TS 447) (I or III)]

Summer (6-week session). 4 credits.

W. Provine.

Specific topic changes each year.

HIST 471 Knowledge and Politics in Seventeenth Century England (also S&TS 473) # (III)]

Spring. 4 credits. Limited to 15 students.

P. Dear and R. Weil.

England in the 17th century was a revolutionary ferment of political, religious, and philosophical conflict. This course examines the conflicts and arguments, and the means explored for their apparent resolution. These affected ideas of God and worship, the meanings of gender, conceptions of the natural world and its scientific appropriation, and the legitimacy and proper form of political power. The course focuses on the close study of primary source readings by many of the principal players in all these areas, including Francis Bacon, Thomas Hobbes, the Duchess of Newcastle, and John Locke.

HIST 525 Seminar in the History of Technology (also S&TS 525)]

Spring. 4 credits. R. Kline.

For description, see S&TS 525.

[HIST 616 Enlightened Science (also S&TS 416)]

Fall. 4 credits. Not offered 2001-2002; next offered 2002-2003. P. R. Dear and M. A. Dennis.

"Science" is a term that is often associated with "rationality." The idea that "reason," rather than "faith" or "tradition" should be the pre-eminent guide to practical action has deep roots in the thought of eighteenth-century Europe, the period known as the Enlightenment. The practice and image of science in the Enlightenment shows how this ideal was developed and understood, and what its meanings and implications were. Those meanings, and their associated values, remain strongly with us today. This course investigates our current scholarly understanding of many themes and issues relating to "enlightened science," and studies writings of the period itself in a variety of topical areas, from political economy to astronomy and natural history, in several national contexts including Scotland, France, and Germany. We attempt to view these materials from the perspective both of developments from earlier periods and in relation to the later consequences of this idealogy.]

[HIST 680 Seminar in Historiographical Approaches to Science (also S&TS 680)]

Fall. 4 credits. Not offered 2001-2002.

P. R. Dear.

Examines philosophical, sociological, and methodological dimensions of recent historiography of science.]

[HIST 682 Topics in the Scientific Revolution (also S&TS 682)]

Fall. 4 credits. Not offered 2001-2002.

P. R. Dear.

This is a graduate seminar devoted to investigation of recent scholarship and issues in sixteenth- and seventeenth-century European knowledge of nature. Students are expected to produce a substantial paper focused on the study of primary source documents. Topics include: credibility and social status; the academic environment;

philosophy and court culture; and the situated meaning of experiment.]

[HIST 711 Introduction to Science and Technology Studies (also S&TS 711)]

Fall. 4 credits. Not offered 2001–2002.

S. Hilgartner.

For description, see S&TS 711.]

[HIST 713 Issues in History of Technology]

Spring. 3 credits. R. Kline.

For description, see S&TS 700.3.

American History

[HIST 101 Introduction to American History (also AM ST 103) # (III)]

Summer and fall. 4 credits. 101 is not a prerequisite for 102. M. B. Norton.

A survey of American history from the beginnings through the Civil War. Topics include cultural encounters in the age of Columbus, European colonization, the American Revolution, the early republic, antebellum reform movements, and the coming of the Civil War.

[HIST 102 Introduction to American History (also AM ST 104) (III)]

Summer and spring. 4 credits. 101 is not a prerequisite for 102. F. Dunaway.

An introductory survey of the development of the United States since the Civil War.

[HIST 201 Seminar: Immigration and Ethnicity in Twentieth-Century U.S. (III)]

Spring. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2001–2002. M. C. Garcia.

This seminar looks at immigration to the United States in the twentieth century, highlighting the experiences of several groups as case studies. We analyze the “push/pull” historical-structural factors that compelled people to come to the United States; the nature of cultural and structural assimilation; nativist movements; the evolution of U.S. immigration policy; and the formation of ethnic identity in U.S. society. Attention is given to current issues such as immigration reform, bilingual education; and the multiculturalism debate.]

[HIST 202 Comparative Migration in the Americas (also AM ST 204 and LSP 203) @ (III)]

Spring. 4 credits. Letter grade only. Not offered 2001–2002. M. C. Garcia.

A seminar examining migration both within and to the Americas in the nineteenth and twentieth centuries. Topics to be discussed are the reasons for population movements; immigration policies; social, economic, and political accommodation; nativist and restrictionist responses; women and migration; remittances and transnationalism. Among the immigrant-receiving nations studied are Argentina, Brazil, Canada, Cuba, Mexico, and the United States.]

[HIST 208 Seminar: The Era of Franklin D. Roosevelt (also AM ST 208) (III)]

Fall. 4 credits. Seminar designed for underclass students but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. R. Polenber.

The impact of the Great Depression and World War II on American politics, law, and culture.

[HIST 209 Seminar: Political History of Indians in the United States (also AIS 209) # (III)]

Fall. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students.

Prerequisite: permission of instructor. Not offered 2001–2002. D. Usner.

An investigation of political organization and change among Native American societies. Discussions and assignments examine forms of tribal government, diplomacy, and warfare, as well as political relations with European colonies and the United States. Specific topics include pan-Indian confederacies, Indian policy, struggles over sovereignty, and Indian strategies of autonomy and resistance.]

[HIST 210 The Atlantic World from Columbus to Equiano # (III)]

Spring. 4 credits. Not offered 2001–2002; next offered 2002–2003. R. J. Weil and M. B. Norton.

After Europeans first crossed the Atlantic in the late fifteenth century, the ocean became a vast highway linking the European powers—Spain, France, Britain, and the Netherlands—with their colonial outposts in America. This seminar explores the Atlantic world through reading such primary sources as the log of Christopher Columbus and the autobiography of Olaudah Equiano, an Anglo-African sailor, and recent scholarly examinations of the slave trade and other aspects of the Atlantic economy. Intended primarily for sophomore prospective history majors; open to others by permission of instructors.]

[HIST 212 African-American Women in the Twentieth Century (also AM ST 212 and WOMNS 212) (III)]

Spring. 4 credits. Sophomore seminar. M. Washington.

An examination of twentieth-century themes significant in the historical experience of Black women. Major emphasis is on race, gender, community, art, and politics in post World War II America. Specific topics include African-American women's involvement in such areas as political activism at the electoral and grass-root levels; socio-economic issues affecting women and the community; religion; representation and participation of Black women in art and entertainment; and issues specific to gender cross-racially as well as intra-racially.

[HIST 213 Asian American History (also AAS 213) (III)]

Fall. 4 credits. Staff.

Comparative introductory history of Asian Indians, Chinese, Filipino, Japanese, and Koreans in the U.S. from about 1850 to World War II. Themes include U.S. expansionism in the Pacific, Asian migrant labor in Hawaii and the American West, the anti-Asian movement, and Asian resistance.

[HIST 214 Seminar on American Foreign Policy (also AM ST 214) (III)]

Fall. 3 credits. Prerequisite: permission of instructor. W. LaFeber.

Topic for fall 2001: U.S. Presidential power and foreign relations since the 1890s.

[HIST 238 History of Women in the Professions, 1800 to the Present (also AM ST 258, WOMNS 238, and HD 258) (III)]

Spring. 3 credits. Not offered 2001–2002. J. Brumberg.

For description, see HD 258.]

[HIST 251 Black Religious Traditions from Slavery to Freedom (also AM ST 251, RELST 251) (III)]

Fall. 4 credits. Sophomore seminar. Letter only. Not offered 2001–2002.

M. Washington.

A survey on the black religious and spiritual traditions during bondage and the early years of freedom. The course examines slave religion, the rise of black churches in the North, the formation of black churches after the Civil War, the independent church movement and the churches' role in social protest.]

[HIST 260 Introduction to U. S. Latino History, Part I (also LSP 260 and AM ST 259) (III)]

Spring. 4 credits. Not offered 2001–2002; next offered 2002–2003. M. C. Garcia.

This course introduces students to the history of Latinos in the United States. We focus specifically on the history of Chicanos (Mexican Americans) and Central Americans. Part II of this course, History 261, focuses on the history of Puerto Ricans, Cubans, and Dominicans in the U.S. (students are not required to take both courses). Among the topics addressed are: historical immigration patterns and the “push/pull” factors that compelled migration to the United States; the social and political events that shaped the evolution of these Latino communities; and the role of cultural identity, race, class, and gender in shaping experience; and the role of foreign policy in formulating immigration policy.]

[HIST 261 Introduction to U.S. Latino History, Part II (also LSP 261 and AM ST 261) (III)]

Spring. 4 credits. M. C. Garcia.

This survey discusses the history of Latinos from the Caribbean: the Puerto Ricans, Cubans, and Dominicans. Students are introduced to some of the most important historical and theoretical works in this field. Topics discussed include the push-pull/historical-structural factors that influenced migration to the United States; the historical evolution of these communities; the role of cultural identity, as well as race, class, and gender in shaping experience; and the intersection of foreign policy and immigration policy.

[HIST 273 Women in American Society, Past and Present (also WOMNS 273) # (III)]

Spring. 4 credits. Not offered 2001–2002; next offered 2002–2003. M. B. Norton.

A survey of women's experiences in America from the seventeenth century to the present. Among the topics discussed are women's familial roles, the changing nature of household work, the women's rights movement, employment of women outside the home, racial and ethnic differences in women's experiences, and contemporary feminism.]

[HIST 276 American Indian History, 1500-1850 (also AIS 276 and AM ST 272) # (III)]

Fall. 4 credits. Not offered 2001-2002.
D. Usner.

A survey of North American Indian history from the sixteenth century to the mid-nineteenth century. Relations between Indian Nations and with European colonies are explored. Different cultural groups and cross-cultural encounters are compared, with emphasis on resistance and adaptation to European colonialism. The formative years of U.S. Indian policy and the experiences of Indian people through the removal era receives close attention.]

[HIST 277 American Indian History Since 1850 (also AIS 277 and AM ST 277) (III)]

Spring. 4 credits. Not offered 2001-2002.
D. Usner.

A historical study of American Indians in the United States and Canada from the mid-nineteenth century to the present. The active and complex role played by Indian people in their responses to government policies and to socioeconomic changes is emphasized. Challenges faced and initiatives taken by Indians are traced from the early reservation years to the current era of self-determination. Cultural change and continuity within Indian communities is closely examined.]

[HIST 303 African-American Women in Slavery and Freedom (also WOMNS 307 and AM ST 303) # (III)]

Spring. 4 credits. Letter only. Not offered 2001-2002. M. Washington.

Historical exploration of African-American women from a sociopolitical perspective. Topics include women in Africa, slavery and freedom, sexuality, labor, the family, and gender crossracially beginning with the African background and ending at 1900.]

[HIST 304 American Culture in Historical Perspective, 1880-1980 (also AM ST 304) (III)]

Spring. 4 credits. Not offered 2001-2002.
M. Kammen.

An introduction to the study of modern American culture. Emphasis is on the role of culture in the quest for national identity; the function of cultural myths and myth making; the advent of modernism; relationships between mass culture, popular culture, and high culture; and the question of American exceptionalism (distinctiveness). Special attention is also paid to the situation of subcultures and regions, to the changing role of entertainment in relation to leisure, the media, ethnicity (pluralism), and the decorative and popular arts.]

[HIST 311 The Structure of American Political History (also AM ST 311) # (III)]

Fall. 4 credits. Not offered 2001-2002.
J. Silbey.

Examines the course of American politics from the eighteenth century to the Gilded Age, focusing on the development of American political culture, the nature of decision making, and the role of social conflict, mass behavior, political parties, and political elites in shaping our political history.]

[HIST 312 The Structure of American Political History (also AM ST 312) (III)]

Spring. 4 credits. Not offered 2001-2002.
J. Silbey.

A continuation of HIST 311 but can be taken independently. Examines the course of American politics from the 1890s to the present, focusing on the massive transformation of American political life in the late nineteenth and twentieth centuries in response to industrialism and urbanization, the depression, and the international crises from the 1930s to the 1990s.]

[HIST 313 U.S. Foreign Relations, 1750-1912 # (III)]

Fall. 4 credits. Not offered 2001-2002.
W. LaFeber.

Examines the development of the U.S. continental and global empires by analyzing policy and policymakers from Benjamin Franklin to Woodrow Wilson. Emphasis is placed on domestic events that shaped foreign policy. In conjunction with HIST 313, a special course, 301, for discussion and guided research is offered.]

[HIST 314 History of American Foreign Policy, 1912 to the Present (also AM ST 314) (III)]

Spring and summer. 4 credits. Not offered 2001-2002. T. Borstelmann.

Students examine the emergence of the United States as a world power in the twentieth century. The course focuses on the domestic sources of foreign policy and the assumptions of the major policymakers (Wilson through Clinton). Important themes include the American response to a revolutionary world since 1912, the Cold War, the Third World, and the increasingly dominant role of the president in the making of U.S. foreign policy.]

[HIST 316 American Political Thought: From Madison to Malcolm X (also AM ST 376 and GOVT 366) # (III)]

Fall. 4 credits. I. Kramnick.
For description, see GOVT 366.

[HIST 318 American Constitutional Development (also AM ST 317) (III)]

Fall. 4 credits. Not open to freshmen.
R. Polenberg.

Major issues in constitutional history. Topics include: the drafting of the Constitution; the Bill of Rights; the Marshall era; the crises caused by slavery and emancipation; the rise of substantive due process; Holmes, Brandeis, and freedom of speech; the Roosevelt "revolution"; civil liberties and civil rights in modern America; the right of privacy; the contemporary Supreme Court.

[HIST 321 Colonial North America to 1763 # (III)]

Fall. 4 credits. Not offered 2001-2002.
M. B. Norton.

A survey of European settlement in North America and the Caribbean, emphasizing the interactions of Europeans, Indians, and Africans; economic development; gender relations; religious and political change; and the impact on the colonies of internal and external conflicts.]

[HIST 324 Varieties of American Dissent, 1880-1900 (also AM ST 324) (III)]

Fall. 4 credits. Not offered 2001-2002.
N. Salvatore.

The idea of dissent in American society raises a variety of images. Civil rights activists, striking workers, and student radicals of the 1960s are familiar symbols of dissent. But might we understand a Pentecostal believer, filled with the spirit of his or her God in critiquing contemporary society, as an

example of American dissent? This course explores the varieties of economic, political, and cultural dissent in America between 1880 and 1990, and examines how understanding dissent in its specific historical context illuminates major aspects of American life and culture.]

[HIST 325 Age of the American Revolution, 1754-1815 (also AM ST 322) # (III)]

Spring. 4 credits. M. B. Norton.

An examination of the process by which the 13 English colonies became an independent and united nation, with emphasis on political thought and practice, social and economic change, and cultural development. Attention is paid to the impact of the American Revolution on women, Blacks, Indians, and white males.

[HIST 327 American Frontier History before 1850 # (III)]

Spring. 4 credits. Not offered 2001-2002.
D. Usner.

An overview of European exploration and colonization in North America, life on different colonial-Indian frontiers, and territorial expansion by the United States. Topics include the ideological and material frameworks of expansionism, the political and social dimensions of interethnic and imperial rivalry, and the formation of U.S. Indian and land policies. Themes of human migration, commercial development, and environmental change are emphasized.]

[HIST 329 Indians, Settlers, and Slaves in the Early South (also AIS 329) # (III)]

Spring. 4 credits. D. H. Usner.

History of the American South from the sixteenth century to the early nineteenth century with an emphasis on intercultural relations. Topics include colonization of the region by Spain, England, France, and the United States, American Indian adaptation and resistance, the evolution of slavery, African American relations with European and Indians, and the role of racial ideology and ethnic identity in the formation of the South as a distinct section of the United States.

[HIST 330 The Age of Jackson, 1815-1850 (also AM ST 330) # (III)]

4 credits. Not offered 2001-2002. J. Silbey.]

[HIST 331 The American Civil War and Reconstruction 1850-1877 (also AM ST 331) # (III)]

4 credits. J. Silbey.

An analysis of the factors leading up to the breakup of the Union, the impact of the war in North and South, and the problems of restoration and reconstruction of the seceded states.

[HIST 332 The Urbanization of American Society: 1600-1860 (also AM ST 332) # (III)]

Fall. 4 credits. Not offered 2001-2002.
S. Blumin.

America was born in the country and moved to the city. This course examines the transformation of America from a rural to a rapidly urbanizing society and culture, from the first European settlements to the era of the Civil War. It is also a history of the city itself, as a human community, and as a crucible of cultural contact and change.]

[HIST 333 The Urbanization of American Society: 1860-2000 (also AM ST 333) (III)]

Spring. 4 credits. 332 is not a prerequisite to 333. S. Blumin.

America was born in the country and moved to the city. This course examines the transformation of America from the urbanizing society and culture of the mid-nineteenth century to the thoroughly metropolitan nation of the present. It is also a history of the city itself, as a human community, a crucible of cultural contact and change, and a focus of public policy.

[HIST 335 African-American History from Slavery to Freedom # (III)]

Fall. 4 credits. Letter only. Not offered 2001–2002; next offered 2002–2003. M. Washington.

Introductory course on African-Americans from 1619 to 1865. Emphasis is on life in bondage, the free black communities, and racism. Other topics include African cultural heritage, the slave trade, religion, the family, and the black freedom struggle.]

[HIST 336 Capitalism and Society in Developing America, 1607–1877 (also AM ST 336) # (III)]

Fall. 4 credits. Not offered 2001–2002. S. Blumin.

An examination of American society in the context of capitalist development, and of capitalism as a social phenomenon. The transformation of pre-industrial colonies into an industrializing nation; the development of social classes; the emerging ethos of free enterprise.]

[HIST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840–2000 (also AM ST 337) (III)]

Spring. 4 credits. Not offered 2001–2002. S. Blumin.

An examination of American society in the context of capitalist development and of capitalism as a social phenomenon. The rise of corporate capitalism; class, "mass", and the ethos of enterprise in twentieth-century American society.]

[HIST 340 Recent American History, 1925–1960 (also AM ST 340) (III)]

Spring. 4 credits. Not open to freshmen. Not offered 2001–2002. R. Polenber.

Topics include the Sacco-Vanzetti case; radicalism and reform in the New Deal; Franklin Roosevelt and World War II; the Holocaust and the atomic age; the Cold War and civil liberties; individualism and conformity in the 1950s.]

[HIST 341 Recent American History, 1960 to the Present (also AM ST 341) (III)]

Summer and fall. 4 credits. Not open to freshmen. R. Polenber.

Topics include the Supreme Court and civil rights; Kennedy, Johnson, and social reform; the Vietnam War and Watergate; politics and the presidency from Carter to Clinton; and class, race, and ethnicity in modern America.

[HIST 345 The Intellectual and Cultural Life of Nineteenth-Century Americans (also AM ST 345 and RELST 345) # (III)]

Spring. 4 credits. Not offered 2001–2002. R. L. Moore.

An examination of the development of cultural and intellectual diversity in the United States. Particular emphasis is placed on religious pluralism.]

[HIST 346 The Modernization of the American Mind (also AM ST 346) (III)]

Fall. 4 credits. Not offered 2001–2002. R. L. Moore.

American thought and culture from 1890 to the present. Emphasizes the intellectual impact of major political and economic events and the adaptation of social ideas and values to new conditions.]

[HIST 347 American Environmental History (also AM ST 347) (III)]

Fall. 4 credits. F. Dunaway.

This course provides an introduction to American environmental history, an exciting and relatively new field of scholarship. Ranging from the colonial period to the present, we explore how different groups of Americans have interacted with the natural world.

[HIST 359 American Families in Historical Perspective (also AM ST 359, HD 359, and WOMNS 357) (III)]

Spring. 3 credits. Prerequisite: HD 150 or one 200-level social science or history course. S-U grades optional. Human ecology students must register for HD 359. Not offered 2001–2002. J. Brumberg.

For description, see HD 359.]

[HIST 375 The African-American Workers, 1865–1910: The Rural and Urban Experience (also ILRCB 385) # (III)]

Fall. 3 credits. Prerequisite: juniors and seniors, or permission of instructor. Not offered 2001–2002. N. Salvatore.

For description, see ILRCB 385.]

[HIST 376 The African-American Workers, 1910–the present: Race, Work, and the City (III)]

Not offered 2001–2002. N. Salvatore.

For description, see ILRCB 386.]

[HIST 378 Topics in U.S. Women's History (also AM ST 378 and WOMNS 378) (III)]

Fall. 4 credits. Preference given to students who have taken HIST/WOMNS 273, HIST/WOMNS 303, or HIST/WOMNS 238.

Others: by permission of instructor only. Not offered 2001–2002; next offered 2002–2003. M. B. Norton.

Topic for 2003: Gender and Sexuality in America. A colloquium course, limited to 20 students. Students read and discuss some of the new scholarly work on gender and sexuality in American history. They also prepare several written and oral presentations based on their analyses of primary sources in the Cornell Human Sexuality collection and elsewhere.]

[HIST 411 Undergraduate Seminar in American Political History (also AM ST 411) (III)]

Spring. 4 credits. Prerequisite: permission of instructor. J. Silbey.

Topic for spring 2002: Abraham Lincoln.

[HIST 414 Motivations of American Foreign Policy (III)]

Fall. 4 credits. Prerequisite: permission of instructor. W. LaFeber.

Topic for fall 2001: Woodrow Wilson's impact on U.S. foreign relations, 1912 to the present.

[HIST 418 Undergraduate Seminar in the History of the American South (III)]

4 credits. Not offered 2001–2002. J. Silbey.]

[HIST 419 Seminar in American Social History (also AM ST 419) (III)]

Spring. 4 credits. S. Blumin.

Topic for 2002: Race, class and the American city in the nineteenth and twentieth centuries. Offered in Cornell-in-Washington program.

[HIST 421 Undergraduate Seminar in Cultural History (also AM ST 421) (III)]

4 credits. Prerequisite: permission of instructor. Not offered 2001–2002; next offered 2002–2003. M. Kammen.]

[HIST 426 Undergraduate Seminar in Early American History # (III)]

Spring. 4 credits. Not offered 2001–2002. M. B. Norton.]

[HIST 428 Comparative History of Colonial North America # (III)]

Fall. 4 credits. Not offered 2001–2002. D. Usner.

This seminar considers ways of comparing how different European empires, especially Spain, France, and England, colonized North America from the sixteenth through the eighteenth centuries. Settlement patterns, labor systems, trans-Atlantic connections, and Indian relations are examined for similarities and differences across imperial boundaries. Borders between colonial and frontier regions, where empires came face-to-face, are also explored. Problems and opportunities for comparative study, found in old and new scholarship on early America, are critically discussed.]

[HIST 429 Undergraduate Seminar in Indians of Eastern North America (also AIS 429) # (III)]

Spring. 4 credits. Not offered 2001–2002. D. Usner.

A seminar examining the history of Native Americans in the eastern woodlands from colonial times to the present. The cultural and economic participation of Indians in the evolution of frontier societies is examined. Major topics include fur-trade networks, political relations, removal, and the persistence of Indian communities in eastern states.]

[HIST 430 America in the Camera's Eye (III or IV)]

Fall. 4 credits. Not offered 2001–2002. R. L. Moore.

Photographs and films have become archives for historical research. From the era of Matthew Brady's Civil War images, the United States has been recorded by documentary photographers who have called attention to the country's progress and its poverty. Hollywood filmmakers have also recorded endless images of the American landscape and placed against that landscape fictionalized accounts of the country's history and its social problems. What can we learn from these images? What is their relation to written texts and to other documents that tell us about the past? How truthful is documentary? How misleading is Hollywood? One key text is James Agee's and Walker Evans' *Let Us Now Praise Famous Men*. The seminar meets once each week for discussion and periodically during the semester to view films.]

[HIST 432 The City in History: Europe and America # (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2001–2002. S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character

of cities in medieval and early modern Europe, and in modern Europe and America. Individual research projects.]

HIST 439 Reconstruction and the New South (also AM ST 439) # (III)
Fall. 4 credits. Limited to 15 students.
M. Washington.

This course focuses on the American South in the nineteenth century as it made the transition from Reconstruction to new forms of social organization and patterns of race relations. Reconstruction is considered from a sociopolitical perspective, concentrating on the experiences of the freed-people. The New South emphasis includes topics on labor relations, economic and political changes, new cultural alliances, the rise of agrarianism, and legalization of Jim Crow.

[HIST 440 Undergraduate Seminar in Recent American History (also AM ST 440) (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.
R. Polenber.

Topic: freedom of speech, censorship, and the Supreme Court.]

[HIST 442 Religion and Politics in American History: From J. Winthrop to R. Reed (also AM ST 442 and RELST 442) (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.
R. L. Moore.

A reading and research seminar concerned with popular culture in nineteenth-century America (publications, performances, and audiences).]

HIST 455 The Four Seasons Motif in American Culture (also SOC HUM 405 and AM ST 430.2) (III)]

Fall. 4 credits. Limited to 15 students.
Permission of instructor required.
M. Kammen.

The focus of this seminar is one of the most ubiquitous and pervasive motifs in all of the arts (painting, literature, and music) in the northern hemisphere, both West and East: **The Four Seasons**. We view works of art and films, read fiction, non-fiction, and poetry, and listen to music. Although we must devote serious attentions to the Old World origins, dispersion, and local permutations of this motif, more than half of the seminar given over to American manifestations and writings about the seasons, with particular attention to changes over time as well as geographical variations.

[HIST 458 Female Adolescence in Historical Perspective (also WOMNS 438 and HD 417) # (III)]

Spring. 3 credits. Limited to juniors and seniors. Prerequisite: permission of instructor. Not offered 2001-2002.
J. Brumberg.

For description, see HD 417.]

[HIST 484 Seminar in the History of American Labor: Race, Work, and the City (also ILR 304) (III)]

Fall. 4 credits. Open to juniors and seniors only with the permission of the instructor. Not offered 2001-2002. N. Salvatore.

For description, see ILRCB 304.]

HIST 486 Seminar on the 1960s (also AM ST 486) (III)]

Fall. 4 credits. T. Borstelmann.

This course explores the issues and developments of the most turbulent and significant

decade in recent U.S. history. Major topics include the civil rights movement, the Kennedy and Johnson administrations, the Vietnam War, the anti-war movement, the counterculture, the women's liberation movement, and the Nixon administration. A substantial research paper is required.

HIST 494 Cross-Culturality in the Caribbean (also S HUM 420) (III)]

Spring. 4 credits. Limited to 15 students.
S. Shukla.

For description, see S HUM 420.

HIST 500 Undergraduate Research Seminar (also AM ST 500)

Fall and spring. 8 credits each term.
S. Blumin and others.

Offered in Cornell-in-Washington Program. An intensive research and writing experience utilizing the extensive resources of Washington, D.C.

[HIST 521 Seminar in American Cultural Studies (also AM ST 521)]

Fall. 4 credits. Not offered 2001-2002.
M. Kammen.

The focus is the relationship between government and culture in historical perspective. After three contextual sessions devoted to nineteenth-century background, we are mainly concerned with the period from the 1930s to the present. Several comparative sessions are devoted to government as a patron of culture in other societies. A research paper is required.]

[HIST 607 Writing Seminar on African-American Women]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002; next offered 2002-2003. M. Washington.

This course is designed for students actively engaged in a writing project on African-American women's history. Students must have already done the research and most of the reading for their papers prior to enrollment. Reading and class discussion focus on style, methodology, and theory. An extensive research paper is due at the end of the semester.]

[HIST 608 African-American Women]

Spring. 4 credits. Prerequisite: permission of instructor. Letter only. Not offered 2001-2002; next offered 2002-2003.
M. Washington.

A reading and discussion topics seminar focusing on the experiences of African-American women in nineteenth- and twentieth-century America, including the Caribbean.]

[HIST 610 Afro-American Historiography]

Fall. 4 credits. Letter only. Not offered 2001-2002. M. Washington.

Reading and discussion course focusing on the way historians write and interpret the Black experience in America. Students will be concerned with individual historians, various schools of thought, and historical approaches.]

[HIST 613 Seminar on American Diplomatic History]

Fall. 4 credits. Not offered 2001-2002.
T. Borstelmann.

A reading and research seminar in twentieth-century American diplomatic history, emphasizing the Cold War period and interpretive approaches to U.S. foreign policy. A research paper is required.]

[HIST 617 Seminar in American Cultural History]

4 credits. Not offered 2001-2002. Semester TBA. R. L. Moore.]

[HIST 618 Seminar in American Cultural History]

Spring. 4 credits. Not offered 2001-2002.
R. L. Moore.

A reading and research seminar concerning selected topics in nineteenth century America.]

[HIST 621 Graduate Seminar in American Cultural History]

Fall. 4 credits. Not offered 2001-2002.
M. Kammen.]

[HIST 624 Graduate Seminar in American Indian History (also AIS 624)]

Spring. 4 credits. Not offered 2001-2002.
D. Usner.

This seminar examines, through a selected series of major topics and problems, the historical study of North American Indians. Various approaches in history—together with anthropology, political science, folklore, and other disciplines—are explored. Emphasis is placed on current interpretations and directions.]

[HIST 626 Graduate Seminar in the History of American Women (also WOMNS 626)]

Spring. 4 credits. Not offered 2001-2002.
M. B. Norton.

A reading and research seminar intended primarily for graduate students. Major works in American women's history and carefully scrutinized, and each student prepares a lengthy research paper.]

[HIST 627 Graduate Seminar in Early American History]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002; next offered 2002-2003. M. B. Norton.]

[HIST 633 Seminar in Nineteenth-Century American History]

4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.
J. Silbey.]

[HIST 634 Seminar in Nineteenth-Century American History]

Spring. 4 credits. Not offered 2001-2002.
J. Silbey.

A research seminar intended primarily for graduate students exploring society, culture, and politics of the United States between 1815 and 1896.]

HIST 640 Graduate Seminar in Recent American History

Fall. 4 credits. Prerequisite: permission of instructor. T. Borstelmann.

A graduate research seminar that will examine American political and social history since 1945.

HIST 683 Seminar in American Labor History (also ILRCB 783)

Fall. 3 credits. Prerequisites: graduate students only. N. Salvatore.

For description, see ILRCB 783.

[HIST 710 Colloquium in American History]

Spring. 4 credits. Required of all first-year graduate students in United States history. Not offered 2001-2002. M. Kammen.

Examination of major approaches, periods, issues, and modes of interpreting American history. Readings include recent "classics" of

American scholarship from diverse subfields and genres.]

Latin American History

HIST 206 Modern Mexico @ (III)

Fall. 4 credits. R. Craib.

A survey of Mexico's history from the early nineteenth century to the present. The course covers social, cultural and economic trends and their relationship to political movements. Topics include rural and urban movements; U.S.-Mexican relations; the Revolution of 1910; indigenismo; popular culture; NAFTA; and the Zapatistas.

HIST 216 Gender and Colonization in Latin America @ (III)

Spring. 4 credits. K. Graubart.

This seminar addresses questions of gender (and sometimes sexuality) in the conquest and colonization of Latin America. We look at the gendered aspects of colonization itself, as well as the experiences of women and men of various ethnicities and classes between the 15th and 19th centuries.

HIST 219 Mexican Immigration to the United States (also LSP 219, AM ST 219) (III)

Fall. 4 credits. J. Cárdenas.

For description, see LSP 219.

HIST 224 Art and Politics in Twentieth-Century Latin America @ (III)

Fall. 4 credits. Prerequisite: permission of instructor. M. Roldan.

This seminar examines how the intersection of art and politics shaped culture, ideology, and identity in Latin America from the Mexican Revolution to the dictatorships of the late twentieth century. Topics may include muralism and the Mexican Revolution; the artist as muse and activist (Frida Kahlo); working class and immigrant culture in Argentina and the tango; samba as social and political protest in Brazil; gender and politics in exiled women's literature; and the appropriation of public spaces as artistic forum and means of communication under authoritarian regimes.

HIST 295 Colonial Latin America @ # (III)

Fall. 4 credits. K. Graubart.

Survey of Spanish America from the rise of pre-Columbian civilizations through the European conquest, the establishment and development of colonial societies, imperial rivalries in the New World, the background of the independence movements, and the achievement of political independence.

HIST 296 Modern Latin America @ (III)

Spring. 4 credits. R. Craib.

An introductory survey of Latin American history from the early nineteenth century to the present with particular emphasis on processes of nation-state formation and the development of capitalist economies. Prominent themes include neocolonialism; revolutionary movements and radicalism; ethnic, gender, and class relations; and the United States-Latin American relations.

HIST 418 Agrarian History (III)

Fall. 4 credits. R. Craib.

A comparative, interdisciplinary examination of agrarian life from a broad temporal and geographical perspective. Strong emphasis on recent historiography, methodology and theory. Major themes include rural rebellion,

resistance, and crime; capitalist transformation of the countryside; agrarian custom and practice; and the way in which rural life has been romanticized, denigrated, and essentialized. Readings include works of history, fiction, literary theory, anthropology, and geography.

HIST 423 Chronicles of the Conquest of Latin America @ (III)

Spring. 4 credits. K. Graubart.

In this seminar we examine the writings of participants in the conquest and colonization of Latin America. Readings include writings by European conquistadors, Amerindian elites, and non-alphabetic materials from the early colonial period. In particular we investigate how the history of the conquest itself and of the societies that existed prior to this contact were produced by its participants, with special attention to questions of ethnicity, gender, and class.

HIST 438 History's Margins: Frontiers and Borders in Comparative Perspective (III)

Spring. 4 credits. R. Craib.

A comparative seminar on borders and frontiers. Primary emphasis is on the Mexican-U.S. border. Central themes include the historical transformation of frontiers into borders; colonialism and imperialism; and immigration and nation-state formation. Attention is also given to situating the revived interest in borders in relationship to contemporary economic, political, and social changes. Readings include works of fiction, literary theory, history, science studies, and postcolonial criticism.

[HIST 445 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America, 1880-1950 (also HIST 645) @ (III)]

Fall. 4 credits. Prerequisites: HIST 295 and/or 296 suggested. Permission of instructor required. Enrollment limited to 15. Not offered 2001-2002. M. Roldan.

Unprecedented demographic and economic changes gave rise to debates by the late nineteenth century regarding the definition of citizenship and the limits of individual participation in Latin American societies. These debates centered on the city—the symbol of both “progress” and “disorder”. Rising tensions were expressed through the trope of the “prostitute” (disease and loss of control) and the “patriot” (science, statesmanship, and order). The course examines changing notions of the private/public; the regulation of sexuality and gender; popular mobilization; and the construction of the nation.]

HIST 649 Seminar in Latin American History

Fall. 4 credits. M. Roldan.

A graduate-level seminar focusing on changing topics in Latin American history (politics, labor; race/ethnicity; violence; social movements, agrarian society, etc.). In addition to weekly meetings to discuss readings, students are expected to conduct original research culminating in a final 25- to 30-page paper.

African History

[HIST 255 Cultures and Controversies in Precolonial Africa @ # (III)]

Fall. 4 credits. Not offered 2001-2002. S. Greene.

This course examines the history of Africa, focusing on a selected set of political communities whose pre-colonial histories help us to understand controversies raging today. Who were the ancient Egyptians? What “race” were they and is this important anyway? If so, why? What role did women and men, slaves and free, kings and commoners play in ancient Mali, the Swahili city-states in Rwanda, and what can this information tell us about these societies today? What role did the slave trade play in influencing the current economic position of Africa and race relations in the U. S. today? We explore these and other questions.]

HIST 256 Sophomore Seminar: Riot and Revolution in Nineteenth-Century Africa: The Birth of the Modern @ # (III)

Spring. 4 credits. S. Greene.

The beginning of the nineteenth century witnessed the rapid and often times forceful expansion of Islam in West Africa, the transformation of the Zulu from a small, inconsequential people to the largest and most powerful ethnic group in South Africa, and a major riot by enslaved peoples in east Africa. This course explores these revolutionary changes and upheavals as Africa remade itself to face the modern era. Lectures, readings and discussions focus on the causes and consequences of these events and their significance for understanding contemporary Africa.

[HIST 443 The European as Other @ (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Limit 15. Not offered 2001-2002. S. Greene.]

HIST 604 The Colonial Encounter @

Fall. 4 credits. Prerequisite: permission of instructor. S. Greene and T. Loos.

The course examines the way colonizer and colonized influenced the culture, history, and identity of the other. Emphasis is on exploring the colonial encounter as a phenomenon in itself. We consider both sides of the unequal equation that linked specific European countries (for example, France, England, Germany, the Netherlands) with the states they colonized in Africa and Asia. This linkage challenged, at different times and in different places, pre-existing understandings of self, country, and culture, and notions about the other.

Asian History

[HIST 190 Introduction to Asian Civilizations @ # (III)]

Spring. 4 credits. Not offered 2001-2002. J. Piggott and staff.

An introduction to the distinctive cultures of China, India, Japan, and Southeast Asia that features an intensive examination of selected topics and periods of particular significance in the history of each.]

HIST 191 Introduction to Modern Asian History (also ASIAN 191) @ (III)

Fall. 4 credits. S. Cochran and T. Loos.

The history of Asia-Pacific from the nineteenth century to the present, focusing on relations of China, Japan, and Southeast Asia with each other and with the West.

[HIST 203 War and Diplomacy in Korea @ (III)]

Spring. 4 credits. Not offered 2001-2002; next offered 2002-2003. B. Strauss.

Korea's challenging location between great powers, its long struggle between independence and outside control, and its tragic division, all make for a singular case study in the history of war and diplomacy. This course examines that history with particular focus on the Imjin War (1592-1598) and the Korean War (1950-1953). Topics include geopolitics, military tactics, and strategy on the Korean peninsula; Admiral Yi Sun-Shin as strategist and tactician; the effect of war on Korean society; and the pattern of Korean relations with China, Japan, Russia (and other northern Asian powers), and the United States.]

[HIST 207 The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia (also ASIAN 206 and HIST 507) @ (III)]

Spring. 4 credits. Letter grade only. Not offered 2001-2002. T. Loos.

Students read travel literature about Southeast Asia in the nineteenth and early twentieth centuries and travel accounts written by Southeast Asians living abroad. The seminar emphasizes themes of race, orientalism, transculturation, and authenticity. We critically assess the transformative potential of the Internet on (virtual) tourism. Graduate students should register for HIST 507 and are expected to participate in the HIST 207 seminar. Preference is given to students with Internet experience.]

[HIST 218 Introduction to Korea (also ASIAN 218) @ (III)]

Fall. 3 credits. Staff.

For description see ASIAN 218.

[HIST 230 Seminar in History and Memory: The Asia-Pacific War @ (III)]

Fall. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Not offered 2001-2002; next offered 2002-2003. J. V. Koschmann.

This seminar examines what is at stake when the fighting between Japan and its former enemies in the Pacific during World War II is remembered, memorialized, and (re)constructed as historical narrative by Japanese, Americans, and others. By exploring the legacies of such events and processes as the Rape of Nanking, live testing of biological and chemical warfare agents, sexual slavery, and incendiary bombings of Hiroshima and Nagasaki, the seminar offers an opportunity to reflect in a more general way on the politics of historical representation and memory.]

[HIST 243 Seminar: China and the West before Imperialism @ # (III)]

Spring. 3 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2001-2002. C. Peterson.

What accounts for the first great passion for things Chinese in the West (from the sixteenth to the nineteenth centuries) followed by the hostility characteristic of imperialism? This seminar explores this question relying heavily on original sources to trace the China vogue in thought, literature, and art and comparing the Western image with the realities of China of that day.]

HIST 249 Peddlers, Pirates, and Prostitutes: Subaltern Histories of Southeast Asia, 1800-1900 (also HIST 648 and ASIA 249/648) @ # (III)]

Spring. 4 credits. E. Tagliacozzo.

This course examines Southeast Asian history "from below" over the course of a single century, 1800-1900. Laboring histories, the history of piracy and prostitution, and the pasts of people usually considered "marginal" to the state are all discussed. How do we look for clues to these peoples' lives? Were there similarities in experience across disparate geographies? What did it mean to be an outlaw, "deviant," or poor in colonial Southeast Asia? This course attempts to answer these questions.

HIST 284 Southeast Asia in the World System: Capitalism and Incorporation, 1500-Present (also HIST 684 and ASIAN 284/684) @ # (III)]

Fall. 4 credits. Graduate students should enroll in HIST 684. E. Tagliacozzo.

This course examines the history of Southeast Asia in conjunction with what theorists have called the emerging "World System." The expanding reach of capitalism is traced through the region's Early Modern "Age of Commerce"; through the age of great European merchant companies; through the coercive capitalism of the imperial age; and into our own times. Throughout, attention is paid to similar (or dissimilar) trends in the rest of global history, spanning Europe, Africa, Middle East, and the Americas. Open to students with an interest in Southeast Asian history, as well as the shaping forces of capitalism on the modern world.

HIST 289 The U.S.-Vietnam War (also ASIAN 298) @ (III)]

Fall. 3 credits. K. Taylor.

This is a survey of events in Vietnam, the U.S., and elsewhere related to U.S. intervention in Vietnam from the 1940s to 1975. Readings include historical narratives, memoirs, and literature. Alternative ways of understanding this war in context of Vietnamese and American history are explored.

[HIST 293 History of China up to Modern Times @ # (III)]

Fall. 4 credits. Not offered 2001-2002.

C. A. Peterson.

A survey of the principal developments in the history of China from the earliest times to the eighteenth century that also undertakes a topical introduction to Chinese culture and civilization, in part by the use of visual materials.]

HIST 294 History of China in Modern Times (also ASIAN 294) @ (III)]

Spring. 4 credits. S. Cochran.

A survey that concentrates on the rise of the last imperial dynasty in the seventeenth and eighteenth centuries, the upheavals resulting from domestic rebellions and foreign imperialism in the nineteenth century, and the twentieth-century efforts to achieve social mobilization, political unity, and commercial expansion.

HIST 297 Japan Before 1600 (also HIST 597 and ASIAN 297/597) @ # (III)]

Fall. 4 credits. J. Piggott.

This course explores Japan before 1600 from a variety of perspectives. Analysis of primary sources, including literary and archaeological artifacts, is emphasized. HIST 297 is a good

introduction to issues of premodern historical study and to the study of East Asia. (Graduate students or more advanced undergraduates who would like to do a research project should register for HIST 597).

[HIST 322 History of Samurai # @ (III)]

Spring. 4 credits. Not offered 2001-2002. J. Piggott.

This course explores the role of the *samurai* at various epochal moments, and the effects *samurai*-centered governance has had on society and culture up to the early modern era. This is very much a hands-on course in which analysis and writing are emphasized. Recommended: HIST 297. Graduate students are welcome but they should register for HIST 522 after consultation with the instructor.]

[HIST 326 History of the Samurai II @ # (III)]

Fall. 4 credits. Prerequisite: HIST 322. Not offered 2001-2002. J. Piggott.

We continue study of themes and issues introduced in HIST 322, wherein the origins of the *samurai* from eighth-century roots through the era of the first warrior government during early medieval times are traced. This course covers the *samurai* through 1600.]

[HIST 328 State, Society, and Culture in Modern Japan @ (III)]

Spring. 4 credits. Not offered 2001-2002. J. V. Koschmann.

A survey of Japan from early-nineteenth century to the present, which attempts to connect the political, socio-economic, and imaginative realms of modern Japanese life so as to achieve a complex view of modern Japanese society. Pays particular attention to the changing situation of women and women's movements, Japan's relations with Asia and the United States, and problems of historical representation and consciousness. Readings include Japanese works in translation as well as secondary sources.]

HIST 360 Early Warfare, East and West # (III)]

Fall. 4 credits. C. A. Peterson.

For description see Comparative History.

HIST 388 Vietnamese Histories (also HIST 688 and ASIAN 385/685) @ # (III)]

Fall. 3 credits. K. Taylor.

For description see ASIAN 385.

[HIST 393 Images of Humanity in Medieval China (also ASIAN 393) @ # (III)]

Fall. 4 credits. Permission required. Not offered 2001-2002. C. A. Peterson.]

HIST 395 Southeast Asia to the Eighteenth Century (also HIST 695) @ # (III)]

Fall. 4 credits. D. Wyatt.

A survey of the earlier history of Southeast Asia, concentrating particularly on regional movements of economic, social, cultural, and political change and using, to the extent possible, readings in translated primary sources.

HIST 396 Southeast Asian History from the Eighteenth Century (also HIST 696 and ASIAN 396/696) @ (III)]

Spring. 4 credits. S-U option. T. Loos and E. Tagliacozzo.

Surveys the modern history of Southeast Asia with special attention to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that

brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.

HIST 416 Undergraduate Seminar on Gender and Sexuality in Southeast Asia (also ASIAN 416 and WOMNS 416) @ (III)

Spring. 4 credits. Letter grade only. T. Loos.

Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates a simplistic East/West and male/female binary.

[HIST 420 Japan in the Year 1000: The Tale of Genji in Historical Perspective @ # (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001–2002. J. Piggott.

The *Tale of Genji* is a classic of premodern Japanese literature that provides readers a broad view into Japan's courtly society at a time when many of the elements of Japan's classical tradition were taking form. Those interested in premodern Japan, Comparative Literature, and courtly societies will find the seminar of great interest. Previous study of premodern Japan is advised.]

[HIST 448 Family and Gender Relations in Premodern Japan # @ (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2001–2002; next offered 2002–2003. J. Piggott.

An inquiry into structures of family and gender relations in the classical and medieval periods. Themes will include kinship and family organization, state formation, and gender construction. Those interested in comparative perspectives are encouraged to enroll. Breadth reading, primary source materials, and comparative reading placing Japan in an East Asian context are emphasized. Previous study of premodern Japan and East Asia is recommended.]

HIST 451 Crime and Diaspora in Southeast Asian History, 1750–1950 (also HIST 650 and ASIAN 450/651) @ # (III)

Fall. 4 credits. E. Tagliacozzo.

During the last two centuries, the mass movement of people in Southeast Asia has increased to an unparalleled scale. This course examines the diasporas of various Asian peoples in this time frame, and asks how these movements have intersected with notions (and actions) of "criminality" in the region. Historical sources, period literature, and anthropological writings are used to analyze the growth of migration, smuggling syndicates, and "illicit" behavior in Southeast Asia. Open to students with an interest in Southeast Asian history and the region's links to the wider Asian orbit.

[HIST 466 Kings and Shoguns: the Taiheiki Age @ # III]

Spring. 4 credits. Not offered 2001–2002; next offered 2002–2003. J. Piggott.

The turn of the fourteenth century witnessed epochal changes in Japan as structures of monarchy, court-Bakufu relations, land-holding, judiciary, international relations, and popular culture were deeply affected by the

failure of Go-Daigo Tenno's royal restoration. Core readings of the seminar include portions of the martial epic, the *Taiheiki*, and other materials from which insights into these transformations can be drawn. Previous study of Japanese history, especially HIST 322, is highly recommended.]

[HIST 476 Senior Seminar: Comparative Colonial Law and Society (also ASIAN 476) @ III]

Fall. 4 credits. Letter grade only. Limited to 15 students. Not offered 2001–2002. T. Loos.

Students explore topics including: hybrid jurisprudence, notions of public and private, religious codes, family, and national identity that resulted from colonial policies. Most readings focus on law, society in colonial Southeast Asia. Readings may include theoretical material on law and society and historical material about jurisprudence in Europe that informed colonial categories of law in the colonies. Relevant comparative readings outside the scope of Southeast Asia are also included.]

[HIST 480 Senior Seminar: Gender Adjudicated (also WOMNS 480 and ASIAN 482) @ # III]

Fall. 4 credits. Letter grade only. Limited to 15 students. Not offered 2001–2002. T. Loos.

Students explore the intersections among jurisprudence, religious codes, gender, family, and national identity in Southeast Asia from the colonial period to the present.]

[HIST 489 Seminar in Modern Japanese History @ III]

Fall. 4 credits. Prerequisites: HIST 298 or equivalent knowledge of modern Japanese history. Not offered 2001–2002. J. V. Koschmann.]

HIST 490 Tales of the Heike (also ASIAN 490/690 and HIST 690) @ # III]

Fall. 4 credits. Prerequisite: previous study of pre-1600 Japan or permission of instructor. Limited to 15 students. J. Piggott.

Medieval Japan was crisscrossed by an assortment of minstrel monks who sang the heroic exploits of fighting men—samurai—in the late twelfth century. The resulting *Tale of the Heike* (Heike Monogatari) was later compiled in its current form by the master chanter Kakuichi during the 14th century. It has been called "Japan's first national epic," because listening to it, enjoying it, and identifying with it brought people of all strata and regions together as nothing had done before. In this seminar we will investigate the *Tale of the Heike* from various historical and literary perspectives.

HIST 492 Undergraduate Seminar in Medieval Chinese History @ # III]

Fall. 4 credits. Prerequisite: HIST 190, 293, 360, or permission of instructor. C. A. Peterson.

Topic for fall 2001: The Cultural, Social and Intellectual Life of the Medieval Chinese Literati.

HIST 493 Problems in Modern Chinese History (also HIST 693) @ III]

Fall. 4 credits. Prerequisite: HIST 294 or permission of instructor. S. Cochran. Conflicting interpretations of Chinese history during the late imperial period and the first half of the twentieth century.

[HIST 495 Kings and States: Asian Models @ # III]

Spring. 4 credits. Prerequisite: previous coursework in East Asian history and permission of instructor. Not offered 2001–2002. J. Piggott.

The seminar explores kingship and state formation in comparative perspective. In addition to participating in discussions focused on core readings, seminar members undertake research projects targeting a society of their choice. Students interested in the history of preindustrial societies, political and cultural anthropology, political science, and religion will find the seminar of interest.]

HIST 499 Problems in Modern Chinese History (also HIST 694 and ASIAN 499/694) @ III]

Spring. 4 credits. Prerequisite: HIST 294 or permission of instructor. S. Cochran.

This course gives each student an opportunity to select one research topic and work on it throughout the semester. Knowledge of Chinese is not required, but background in Chinese studies is needed.

HIST 507 Graduate Seminar: The Occidental Tourist

Spring. 4 credits. T. Loos.

For description see HIST 207.

[HIST 588 Proseminar in Modern Korean History]

Spring. 4 credits. Prerequisite: a course on East Asian history or equivalent. Not offered 2001–2002. J. V. Koschmann.

Designed primarily for graduate students in East Asian Studies who specialize in Chinese and/or Japanese history but need, for comparative or other purposes, to develop a familiarity with the main problems and contours of modern Korean history. Readings are selected primarily from English-language works on Korea from the 1870s through the post-World War II era, including Japanese colonial policy and practice in Korea, the Korean War, and the postwar history of the Republic of Korea.]

HIST 597 Colloquium in Premodern Japanese History

Fall. 4 credits. For advanced undergraduates or graduates. J. Piggott.

This colloquium explores the premodern civilization of Japan from a variety of historical perspectives. Students must attend HIST 297 lectures and participate in a special weekly colloquium.

[HIST 598 Colloquium in Modern Japanese History]

Spring. 4 credits. Not offered 2001–2002. J. V. Koschmann.

For graduate students only. Students attend lectures and do the reading for HIST 298, participate in a special weekly colloquium, and write a seminar paper.]

HIST 604 The Colonial Encounter

Fall. 4 credits. S. Greene and T. Loos.

This course examines the way colonizer and colonized influenced the culture, history, and identity of the other. Emphasis is on exploring the colonial encounter as a phenomenon in itself. We consider both sides of the unequal equation that linked specific European countries (for example, France, England, Germany, and the Netherlands) with the states they colonized in Africa and Asia. We discuss how this linkage challenged, at different times and in different places, pre-existing understandings of self, country, culture and notions about the other.

[HIST 609 Modern Japan Studies: The Formation of the Field in History and Literature (also ASIAN 609)]

Fall. 4 credits. Not offered 2001-2002.

J. V. Koschmann and N. Sakai.

The course provides both a historical introduction to and critical analysis of the constitution of modern Japan studies as a "field" of postwar academic inquiry. While reading texts particularly influential in the early and contemporary formation of the field, we consider such questions as the domestic and international contexts in which Japanese studies has been institutionalized and maintained, and the relationship between "Japan" as object of area studies discourse, and "Japan" as represented in American journalism, popular culture, and politics. Interdisciplinary and team-taught, the course aims to introduce students to a range of methodologies and approaches developed in historical and critical works, problematizing assumptions in each case. Possibilities for cross-disciplinary research (along lines recently undertaken in areas such as feminist criticism and cultural studies, for example), are also explored.]

HIST 650 Crime and Diaspora in Southeast Asian History

Fall. 4 credits. E. Tagliacozzo.

For description, see HIST 451.

HIST 684 Southeast Asia in the World System: Capitalism and Incorporation, 1500-The Present

Fall. 4 credits. E. Tagliacozzo.

For description, please see HIST 284.

HIST 688 Vietnamese Histories (also HIST 388 and ASIAN 385/685)

Fall. 3 credits. K. Taylor.

For description, see ASIAN 385.

HIST 690 Tales of the Heike (also ASIAN 490/690 and HIST 490)

Fall. 4 credits. Limited to 15 students.

J. Piggott.

[HIST 691 Chinese Historiography and Source Materials]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.

C. Peterson.]

HIST 693 Problems in Modern Chinese History (also HIST 493)

Fall. 4 credits. Prerequisite: HIST 294 or permission of instructor. S. Cochran.

Conflicting interpretations of Chinese history during the late imperial period and the first half of the twentieth century.

HIST 694 Problems in Modern Chinese History (also HIST 499 and ASIAN 499/694)

Spring. 4 credits. Prerequisite: HIST 294 or permission of instructor. S. Cochran.

For description, see HIST 499.

HIST 695 Early Southeast Asia: Graduate Proseminar

4 credits. D. Wyatt.

Introduction to the history of Southeast Asia for graduate students.

HIST 696 Modern Southeast Asia: Graduate Proseminar (also HIST 396 and ASIAN 396/696)

Spring. 4 credits. T. Loos and E. Tagliacozzo.

Introduction to the modern history of Southeast Asia for graduate students. Students are expected to attend the lectures and

complete the readings for HIST 396, and they will separately as a group to further explore selected topics.

[HIST 791 Seminar in Medieval Chinese History]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.

C. A. Peterson.]

[HIST 792 Seminar in Medieval Chinese History]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.

C. A. Peterson.]

[HIST 795 Seminar in Modern Southeast Asian History]

Fall. 4 credits. Permission of the instructor. Not offered 2001-2002.]

[HIST 796 Seminar in Southeast Asian History]

Spring. 4 credits. Prerequisite: reading knowledge of relevant languages. Not offered 2001-2002. Staff.]

[HIST 797 Readings in Modern Japanese Thought]

Spring. 4 credits. Prerequisite: reading knowledge of Japanese and permission of instructor. Not offered 2001-2002.

J. V. Koschmann.]

[HIST 798 Seminar in Japanese Thought]

Fall. 4 credits. Prerequisite: reading knowledge of Japanese and permission of instructor. Not offered 2001-2002.

J. V. Koschmann.]

Near Eastern History

HIST 253 Introduction to Islamic Civilization I (also NES 255, RELST 255) @ # III

Spring. 3 credits. D. Powers.

For description, see NES 255.

[HIST 254 Islamic History: 600-1258 (also NES 257 and RELST 257) @ # (III)]

Fall. 3 credits. Not offered 2001-2002.

D. Powers.

For description, see NES 257.]

HIST 288 Imagining the Modern Middle East (also NES 294, JWST 294, GOV'T 358) @ (III)

Fall. 4 credits. S. Alatout.

For description, see NES 294.

HIST 299 Introduction to Christian History (also NES 295, JWST 295, RELST 295) # (III or IV)

Spring. 3 credits. K. Haines-Eitzen.

This course offers an introduction to the history of Christianity from the apostle Paul through the seventeenth century, with an emphasis on the diversity of Christian traditions, beliefs, and practices. We explore the origins of Christianity in the eastern Mediterranean world, the spread of Christianity, the development of ecclesiastical institutions, the rise and establishment of monasticism, and the various controversies that occupied the church throughout its history. This course draws upon primary literary sources (from biblical literature to council proceedings, monastic rules, sermons, theological treatises, and biographies) as well as Christian art, inscriptions, music, and manuscripts.

[HIST 317 Islamic History: The Age of Ibn Khaldun (also NES 356) @ # (III)]

Spring. 4 credits. Prerequisite: NES 257 or equivalent. Not offered 2001-2002.

D. Powers.

For description, see NES 356.]

[HIST 372 Law, Society and Culture in the Middle East, 1200-1500 (also HIST 652, NES 351/651, RELST 350) @ # (III)]

Fall. 4 credits. Enrollment is limited to 25 students. Not offered 2001-2002.

D. Powers.

For description, see NES 351.]

[HIST 461 Seminar in Islamic History 600-750 (also HIST 671, NES 451 and 650, and RELST 451) @ # (III)]

Spring. 4 credits. Enrollment is limited to 25 students. Not offered 2001-2002.

D. Powers.

For description, see NES 451.]

[HIST 652 Introduction to Islamic Law (also HIST 372, NES 351/651, RELST 350)]

Fall. 4 credits. Enrollment is limited to 25 students. Not offered 2001-2002.

D. Powers.

For description, see NES 351.]

[HIST 671 Seminar in Islamic History (also HIST 461, NES 451, and 650, and RELST 451)]

Spring. 4 credits. Not offered 2001-2002.

D. Powers.

For description, see NES 451.]

Ancient European History

HIST 151 Introduction to Western Civilization # (III)

Summer and fall. 4 credits. R. Graubart.

A survey of European history from Antiquity to the Renaissance and Reformation. Important themes include the influence of ancient culture on medieval society, the development of and conflict between secular and ecclesiastical governments, European encounters with the non-Europeans, the culture and role of minority groups within European society, and the roles of women.

[HIST 228 War and Peace in Greece and Rome # (III)]

Fall. 4 credits. No prerequisites. Open to freshmen. Not offered 2001-2002.

B. Strauss.

In ancient Greece and Rome, government did little besides wage war and raise taxes; culture focused on war, warriors gloried in battle, and civilians tried to get out of the way. This course surveys the impact of war and the rarity of peace in the ancient world. Topics include: Why war?; the face of battle; leadership; strategy, operations, and tactics; women and war; intelligence and information gathering; diplomacy and peace-making; militarism; war and slavery; and the archaeology of warfare. Readings in translation include selections from Homer, Herodotus, Thucydides, Xenophon, Caesar, Livy, Tacitus, Josephus, and Ammianus Marcellinus.]

HIST 232 Sophomore Seminar: Eyewitness to War in the Ancient World (also CLASS 234) # (III)

Spring. 4 credits. B. Strauss.

A study of ancient soldier-historians who participated in the campaigns about which they later wrote. Topics include historicity,

autobiography, propaganda, and prose style. Readings include selections from Thucydides, Xenophon, Julius Caesar, Josephus, Ammianus Marcellinus, as well as, for comparative purposes, modern soldier-historians.

HIST 265 Ancient Greece from Homer to Alexander the Great (also CLASS 265) # (III)

Fall. 4 credits. Open to freshmen. Not offered 2001–2002. B. Strauss.

A survey of Greece from the earliest times to the end of the Classical period in the late fourth century B.C. The course focuses on the Greek genius: its causes, its greatness, its defects, and its legacy. The Heroic Age, the city-state, ancient democracy, and the intellectual ferment of the Greek Enlightenment are the main topics of study. Readings in translation from Homer, Aristophanes, Sophocles, Herodotus, Thucydides, Plato, Aristotle, and from the evidence of ancient inscriptions, coins, art, and architecture.

[HIST 268 A History of Rome from Republic to Principate (also CLASS 268) # (III)]

Summer and spring. 4 credits. Open to freshmen. Not offered 2001–2002.

J. Ginsburg.

A survey of Rome and its empire. This course explores the formation of Rome's Mediterranean empire and its political, social, and economic consequences; the constitutional and social struggles of the late Republic; the transition from Republic to Principate; society and state under the Caesars; the nature and limits of governing a world empire; and the interaction of pagans, Christians, and Jews in the Roman world.]

HIST 435 Modern Classics in the Historiography of Ancient Greece (also CLASS 435) (III)

Fall. 4 credits. Prerequisite: an introductory course in ancient Greek history or civilization or permission of the instructor. B. Strauss.

This upper-level seminar is an introduction to some of the main themes, directions and controversies in modern research on ancient Greece. We read selections from the leading works of scholarship on ancient Greece from the nineteenth and twentieth century, including such authors as Grote, Burckhardt, Cornford, Glotz, Momigliano, M. I. Finley, Ste. Croix, Vernant, Vidal-Naquet, and the current crop of scholars.

[HIST 450 The Peloponnesian War (also HIST 630 and CLASS 450/632) # (III)]

Fall. 4 credits. Prerequisites: HIST 265, CLASS 211 or 217, or permission of instructor. Not offered 2001–2002. B. Strauss.

Famous as the subject matter of one of the most important books ever written about war—Thucydides' history—the Peloponnesian War (431–404 B.C.) remains today the focus of study by historians, classicists, and political scientists. This course looks at the results of intensive and ongoing study by ancient historians and considers areas of future research. Topics include strategy, operations, and tactics; battle on land and sea; alliance politics; war and psychology; if the Peloponnesian War was really a historic turning point; war and ethics; Thucydides as a historian; and sources other than Thucydides. Graduate students should enroll in HIST 630.]

[HIST 452 The Tragedy of Classical Athens, 462–404 B.C. # (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2001–2002. B. Strauss.

Course covers the nature of Athenian democracy, society, and culture in the "golden age" of Athens. The course examines the influence of Athenian political life on the great tragedians of the age and the influence of tragedy on the Athenians' conception of their character and history. Readings are from Herodotus, Thucydides, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, and Plutarch.]

[HIST 453 Crisis of the Greek City-State, 415–336 B.C. # (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001–2002. B. Strauss.

Course covers the fortunes of the city-state and citizen in an age of uncertainty. The focus is on Athens with some attention paid to the wider Greek world. Topics include the nature of Athenian politics, Athenian society, cultural change and war between the city-states, crisis as a historical concept, and anthropology and ancient Greece. Readings in translation include Thucydides, Sophocles, Euripides, Aristophanes, Plato, Aristotle, Demosthenes, and Xenophon.]

[HIST 463 Gender and Politics in the Roman World (also CLASS 463 and WOMNS 464) # (III or IV)]

Spring. 4 credits. Prerequisite: HIST 268, CLASS 212, or permission of the instructor. Not offered 2001–2002. J. Ginsburg.

This course examines the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions we address are: Was politics the exclusive domain of men in Roman society (as is generally assumed)? Does a broader definition of politics, and an understanding of the various forms political activity in ancient Rome might take, allow a place for women in Roman political life? What role does gender have in Roman political discourse and ideology? Why do issues such as family, marriage, and sexuality become subjects of political debate and legislation?]

[HIST 469 Equality and Inequality in Ancient Greece (also CLASS 469) # (III or IV)]

Fall. 4 credits. Prerequisite: HIST 265, CLASS 211 or 217, or written permission of the instructor. Not offered 2001–2002; next offered 2002–2003. B. Strauss.

We examine equality and inequality in Archaic and Classical Greek city-states ca. 650–400 B.C., with an eye toward politics, society and economics, culture, and gender relations. The course focuses on concepts and institutions such as ancient democracy, tyranny, oligarchy, "middling" ideology, and slavery, as well as theories of equality. All readings in English.]

HIST 473 Roman Society and Politics under the Julio-Claudians (also CLASS 480) # (III or IV)]

Spring. 4 credits. Prerequisite: CLASS 212, HIST 268, or permission of instructor. J. Ginsburg.

For description, see CLASS 480.

[HIST 630 Topics in Ancient History (also CLASS 632)]

Fall. 4 credits. Not offered 2001–2002. B. Strauss.]

Medieval, Renaissance, and Early Modern European History

HIST 151 Introduction to Western Civilization # (III)

Fall and summer. 4 credits. K. Graubart. For description, see Ancient European History.

HIST 152 Introduction to Western Civilization # (III)

Summer and spring. 4 credits. R. Weil and P. Holquist.

For description, see Modern European History.

[HIST 204 Seminar: Age of Atlantic Revolution # (III)]

Fall. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2001–2002. R. Weil.

"All the Atlantic Mountains shook," wrote the poet William Blake of the revolutions which toppled regimes across Europe and the Americas at the end of the eighteenth century. This course explores the ideas, outcomes, and connections among events in America, France, Haiti, and Britain, through literary and philosophical texts: Wordsworth, Rousseau, Jefferson, Paine, Burke, Godwin, Tocqueville, and even Jane Austen.]

[HIST 211 Specters, Demons, and the Dead in European Society, 1200–1800 # (III)]

Spring. 4 credits. Not offered 2001–2002; next offered 2002–2003. S. Pohl.

Premodern Europeans believed that they could interact with supernatural apparitions in a variety of ways. The dead could return to admonish the living, demons might possess men and women, houses could be haunted by specters and poltergeists. What can we learn from a study of these beliefs about the ways in which Europeans regarded sin, punishment, the afterlife, and the role of the devil in their lives? What was the impact of the Reformation or the scientific revolution on these beliefs?]

[HIST 234 Seminar: Gender in Early Modern Europe (also WOMNS 234) # (III)]

Spring. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2001–2002; next offered 2002–2003. R. Weil.

Course serves as an inquiry into how masculinity and femininity were defined in early modern Europe. Questions to be explored include: What purpose did gender distinctions serve in this particular society? To what extent were men and women able to shape and redefine the meaning of their gender? How was their ability to do so affected by such events as the Reformation and the French Revolution?]

[HIST 257 English History from Anglo-Saxon Times to 1485 # (III)]

Fall. 4 credits. Not offered 2001–2002; next offered 2002–2003. P. Hyams.

A survey of the government, social organization, and cultural and religious experience of the English people. Particular stress is laid on land settlement, the unification of the realm, the emergence of state institutions such as Parliament, and changes in economic organization (manors, towns, and commerce). The approach is comparative within a context

of contemporary European developments. The course offers students who wish to work on their writing skills an opportunity to do so, especially in the second paper.]

[HIST 259 The Crusades # @ (III)]

Fall. 4 credits. Not offered 2001-2002.

P. Hyams.

A lecture course examining the Crusading Movement and the States it produced from the eleventh century to the fall of the mainland Kingdom of Jerusalem in 1292. The historical themes this generates are almost unlimited. The course treats the Christianity and Chivalry of the Medieval West, the confrontation of this culture with those of the Mediterranean and Islam, and what is perhaps the cradle of Western Colonialism. The very concept of "Crusade" itself is problematic today and will continue to cast its shadow on U.S. dealings with the Middle East. The readings allow students to choose from a very wide range of paper topics, and enjoy an excellent introduction to every aspect of the long-gone world of the Middle Ages.]

HIST 262 The Middle Ages: Introduction and Sampler (also RELST 265) # (III)

Spring. 4 credits. P. Hyams.

As a single-semester introduction to the period, this survey aims to convey what was significant in that area of the "West" that was to become Europe, between the end of the Roman Empire in the West and the Renaissance, from 395 to 1400. It takes a critical look at a formative period of Western Civilization. The course is organized into modules, the first of which surveys in five weeks the main public developments in Political and Church History over the period. Other modules focus in some depth on select aspects, such as technology, music, material resources, and religions, to other choice samples from the best of medieval culture. Emphasis is on students finding their own ways to win credit.

HIST 263 The Earlier Middle Ages (also RELST 263) # (III)

Fall. 4 credits. J. J. John.

A survey of medieval civilization from ca. 300 to ca. 1100 dealing with religious, intellectual, political, and economic developments in Western Europe.

[HIST 264 The High Middle Ages # (III)]

Fall. 4 credits. Not offered 2001-2002.

P. Hyams.

A survey of medieval civilization 1100-1400, dealing with political, economic, religious, and intellectual developments in Western Europe. Special attention is paid to the interaction of different kinds of history and to the historian's understanding of literature and its use as a primary source. Lectures and class discussions.]

[HIST 275 Authority and Resistance in Europe, 1400-1600 # (III)]

Spring. 4 credits. Not offered 2001-2002.

S. Pohl.

A lecture course examining the political, cultural, and social transformations during the Reformation era through an exploration of aspects of state formation and ecclesiastical order, social and religious protest, and deviant behavior. Specific topics covered include the Protestant Reformations and the emergence of confessional churches, law and crime, the peasant rebellions and the early modern witch hunts.]

[HIST 305 Britain, 1660-1815 # (III)]

Fall. 4 credits. Not offered 2001-2002.

R. Weil.

Course covers the British Isles from the Restoration of Charles II through the Napoleonic wars. We consider the domestic effects of war and Empire; luxury, commerce, and the public sphere; continuing conflicts over religious toleration, popular politics, and the relation of England to Ireland and Scotland. Readings include works by John Locke, Jonathan Swift, Adam Smith, Thomas Paine, Edmund Burke, and Jane Austen.]

HIST 310 Life, Literature, and Power in Medieval England (also ENGL 314) # (III or IV)

Fall. 4 credits. No prerequisites. P. Hyams and A. Galloway.

This course explores key issues and key texts from the English literature of the period 1100-1500. It aims to survey and introduce the Age of Middle English—its history, its language, and its literature—to majors in English and History and others who seek something more than a bare acquaintance with the *Canterbury Tales* and Wars of the Roses. The instructors, coming from two different disciplines, expect to educate themselves as well as the class on the contributions that history and literature can each make to the understanding of the other. Lectures are designed to provide context for the class's central feature: close reading of texts, some in the original Middle English, some in translation of Middle English, French, and Latin, ranging from literary masterpieces to chronicle narratives, from dream visions to social satire.

HIST 349 Early Modern England # (III)

Fall. 4 credits. R. Weil.

This course explores the crises of political, religious, and epistemological authority that plagued England in the sixteenth and seventeenth centuries. We examine the political and cultural impact of the Protestant Reformation, the nature of Tudor despotism and Stuart absolutism, the construction of a rhetoric of political dissent around issues of sexuality and corruption, competing understandings of the social order and social control, the Puritan Revolution, and the invention of liberalism. Emphasis is on close reading of contemporary sources, from autobiography and drama to political theory.

[HIST 350 The Italian Renaissance (also ITALL 221) # (III or IV)]

Spring. 4 credits. Not offered 2001-2002.

J. Najemy.

An exploration of intellectual, cultural, religious, and political developments in Italy from the political thought of Dante and Marsilius in the age of the communes, through the several stages of Humanism from Petrarch to Alberti to Pico, down to the crisis of Italian liberty in the generation of Machiavelli, Guicciardini, and Castiglione. The course seeks to problematize the notion of a "Renaissance" in the period's ambivalent attitudes toward history, politics, learning, culture, gender, language, and the role of intellectuals in politics and society. Emphasis is placed on the close reading of primary sources and on issues of interpretation.]

HIST 351 Machiavelli (also ITALL 351) # (III or IV)

Fall. 4 credits. J. Najemy.

This course presents Machiavelli in a variety of historical and interpretive contexts: European and Italian politics in the early

sixteenth century; the decline of the Florentine republic and the rise of the Medicean principate; Machiavelli's own career in government and his, and the republic's, crisis in 1512-13; the intellectual traditions of Renaissance humanism, political thought, and the revival of antiquity; vernacular literary currents and popular culture; and the political figures, writers, and theorists with whom Machiavelli associated and corresponded. Emphasis is placed on a close reading of the major works (including the letters, *The Prince*, the *Discourses*, *Mandragola*, and selections from *The Art of War* and the *Florentine Histories*, all in translation) and a critical examination, in the light of that reading, of some major modern interpretations of Machiavelli.

[HIST 364 The Culture of the Renaissance II (also COM L 362, ENGL 325, RELST 362, MUSIC 390) # (III or IV)]

Spring. 4 credits. Open to freshmen with permission. Not offered 2001-2002.

C. Kaske, W. Kennedy.

For description, see COM L 362.]

[HIST 365 Medieval Culture, 400-1150 (also RELST 365) # (III)]

Fall. 4 credits. Prerequisite: HIST 263 or permission of instructor. Not offered 2001-2002. J. J. John.

Intellectual and cultural developments in the age of monasticism, from St. Augustine and St. Benedict to St. Anselm and St. Bernard of Clairvaux.]

[HIST 366 Medieval Culture, 1100-1300 (also RELST 366) # (III)]

Fall. 4 credits. Prerequisite: HIST 264 or permission of instructor. Not offered 2001-2002. J. J. John.

The origin and development of the universities is studied as background for a consideration of the scholastic mentality and its influence on the art, literature, philosophy, science, script, and theology of the period. Readings from Abelard, Hugh of St. Victor, Bonaventure, Thomas Aquinas, Dante, and others.]

[HIST 368 Marriage and Sexuality in Medieval Europe (also RELST 368, WOMNS 368) # (III)]

Spring. 4 credits. No formal prerequisite, though some prior knowledge of medieval European history is desirable. Not offered 2001-2002; next offered 2002-2003.

P. Hyams.

Few topics generate heat so readily as gender relations and sexuality. Behind the current controversies lie decisions made in the first Christian centuries, and firmed up in the course of the Middle Ages; these still affect all of us, believers and unbelievers alike. This course studies Western attempts to deal with the problem of sexuality up to about 1500. The class first clarifies the church's normative rules of law and theology. Armed with this framework, we then turn to more specific topics, including homosexuality, prostitution, rape/abduction, and sexuality in medieval literature. The goal is to be able to compare the ideal model with the reality, and thus to assess the product the medieval church passed on to Western culture and to ourselves.]

HIST 369 The History of Florence in the Time of the Republic, 1250-1530 (also ITALL 369) # (III or IV)]

Spring. 4 credits. J. Najemy.

Florentine politics and society from the communal period through the age of Dante, the rise and decline of the guild republic, the age of civic humanism, and the rise of the Medici, to the crisis of the republic in the time of Machiavelli. Social classes and conflicts, the elite families, economic structures, the working classes, guilds, family history, women, and political and historical ideas are considered in the context of the emergence and transformation of republican government.

HIST 404 The Soul in Medieval Culture
(also S HUM 401) # (III)

Fall. 4 credits. R. Ziolkowski.

This course covers the medieval reception of mythological themes in Plato's philosophy, particularly the world-soul and the transmigration of souls, as these appear in the *Timaeus* (the only dialogue of Plato known in the Latin West throughout the Middle Ages). In focusing on the nature of the soul, we study the tension between the theology and philosophy concerning a doctrine of central importance to medieval Christian culture, as well as one that the ancient world had developed to a high degree of sophistication. We look at texts written during the first thirteen centuries of the Christian era, with particular emphasis on the twelfth century. The course is conducted as intellectual history, inasmuch as we study the reception of Plato's *Timaeus* across time and across a range of literary genres (dialogues, theological treatises, cosmological compendia, poetry), with particular attention to works of Menippean satire such as Boethius' *Consolation of Philosophy*, Bernardus Silvestris' *Cosmographia*, and Alan of Lille's *Plaint of Nature*. Theoretical perspectives are drawn from works of literary criticism, particularly from Mikhail Bakhtin's theories of Menippean satire. All texts are read in translation, although the ability to read Latin can broaden students' research options.

[HIST 408 Feudalism and Chivalry: Secular Culture in Medieval France, 1000-1300 # (III)]

Fall. 4 credits. No prerequisites; HIST 262, 263 or 264 suggested. Not offered 2001-2002. P. Hyams.

An upper-level seminar on the main currents of noble lay culture in France, which led European fashions in love, warfare, entertainment, and environment through most of the period. There is heavy emphasis on contemporary sources (in English), including lively and complete readings from epic literature (the Song of Roland), lives, and chronicles.]

[HIST 409 Seminar on Work in Europe and America # (III)]

Fall. 4 credits. Not offered 2001-2002. S. Kaplan.

For description, see Comparative History.]

[HIST 427 Power and Society in Early Medieval Europe and Japan @ # (III)]

Spring. 4 credits. Prerequisite: a course in medieval European or Japanese historical studies, or permission of instructor. Not offered 2001-2002. P. Hyams and J. Piggott.

This seminar focuses on structures, processes, and practices of society in early medieval Europe and Japan. It provides a forum for discussion of the ways in which, in some very different societies, Europeans and Japanese handled power. We are also interested in comparing historiographical methodologies employed and issues considered by historians of these societies.]

[HIST 436 Conflict Resolution in Medieval Europe # (III)]

Spring. 4 credits. Not offered 2001-2002; next offered 2002-2003. P. Hyams.

This seminar concentrates on a time (late ninth to thirteenth centuries) when much of Europe lacked formal systems of justice, and so handled questions of social control quite largely by extra-legal means. Its subject is in one sense political history upside-down, as viewed by individuals rather than their rulers. We examine ways in which anthropology and some recent approaches to law can assist: the readings are partly anthropology, partly translated medieval accounts of actual conflicts, with samples of recent interpretation. The topics covered should be of interest to law students and majors in anthropology and other modern social sciences.]

[HIST 444 Seminar: Witchcraft, Magic, and the Occult in Europe, 1400-1700 # (III)]

Spring. 4 credits. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2001-2002. S. Pohl.

A study of attitudes toward magic, witchcraft, astrology, specters, and demons in late medieval and early modern Europe and what they reveal to us about religious beliefs, concepts of community, and gender relations. Special attention is given to the role the Christian Church claimed in defining the occult: which aspects it legitimated and which it condemned. Other topics include the influence of humanism, the Reformation, and the Scientific Revolution on attitudes toward the occult. We also undertake an analysis of the historiographical model which opposes "elite" to "popular" ideas. The course emphasizes close analyses of primary works, including literary and visual sources.]

[HIST 446 Law, Crime and Society in Europe, 1400-1700 # (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002; next offered 2002-2003. S. Pohl.

This comparative study focuses on Germany, England, France, and Italy and concentrates mainly on the social and legal treatment of crimes of violence. Throughout the course, we consider the differences and similarities between English common law and continental legal systems. Major issues covered include the role of criminal justice, the fate of customary methods of conflict resolution in a time of increasing legal centralization, and the relationship between cultural and legal change. We approach these issues by examining, among other things, the development of criminal procedure, the role of lawyers, contested notions of criminal responsibility, and the self-presentation of defendants. The course emphasizes close readings of primary works, including trial documents and literary sources.]

HIST 447 Crusaders and Chroniclers @ # (III)]

Fall. 4 credits. P. Hyams.

An intensive reading seminar offering a natural progression from HIST 259 The Crusades. It examines contemporary accounts of the crusading movement in English translation. The twin goals are to follow select themes of crusading history to a deeper level than is possible in HIST 259 and to study medieval historiography through whole chronicles and other primary sources.

[HIST 464 Murder, Warfare, and the State: Violence in Europe, 1300-1800 # (III)]

Fall. 4 credits. Permission of instructor. Not offered 2001-2002. S. Pohl.

An inquiry into forms of and attitudes toward violence in late medieval and early modern Europe. Questions to be explored include: How violent was premodern Europe compared to modern Europe? How did the various cultural legitimations of violence change over time? We examine these questions by analyzing forms of interpersonal violence as well as violence orchestrated by the state, such as warfare and capital punishment.]

HIST 468 Love and Sex in the Italian Renaissance (also ITALL 468) # (III or IV)

Spring. 4 credits. J. Najemy.

An exploration of the representation of love, sex, and eros in Italian Renaissance literature and the attempts by secular governments and the Church to manage, discipline, and punish sexual transgression. Primary texts include Boccaccio's *Decameron*, fifteenth-century *novelle*, plays by Machiavelli (*Mandragola*, *Clizia*) and Bibbiena (*Calandria*), and Aretino's *Dialogues*. Secondary readings include studies of sexual crime, love across social boundaries, prostitution, homosexuality, and lesbianism.

HIST 471 Knowledge and Politics in Seventeenth-Century England (also S&TS 473) # (III)]

Spring. 4 credits. Limited to 15 students. P. Dear and R. Weil.

England in the 17th century was a revolutionary ferment of political, religious, and philosophical conflict. This course examines the conflicts and arguments, and the means explored for their apparent resolution. These affected ideas of God and worship, the meanings of gender, conceptions of the natural world and its scientific appropriation, and the legitimacy and proper form of political power. The course focuses on the close study of primary source readings by many of the principal players in all these areas, including Francis Bacon, Thomas Hobbes, the Duchess of Newcastle, and John Locke.

[HIST 472 Politics and Culture in Eighteenth-Century England # (III)]

Spring. 4 credits. Not offered 2001-2002; next offered 2002-2003. R. Weil.

Between 1660 and 1800 England experienced imperial and economic expansion, the Enlightenment, and the threat of Revolution abroad and at home. How in this context did people interpret and imagine the nature of the social order, political authority, and the family? We consider the changing and fiercely contested notions of property, politeness, crime and punishment, sexuality, Empire, slavery, and the market.]

[HIST 479 Patronage and the Medici # (III)]

Spring. 4 credits. Not offered 2001-2002. J. Najemy.

Between the early fifteenth and sixteenth centuries, the Medici family of Florence rose from the ranks of the city's merchant bankers to become virtual rulers of the republic, cardinals and popes in Rome, and eventually hereditary grand dukes of Tuscany. Much of the family's power and fame derived from two kinds of patronage: the social and political

patronage that established their political influence; and the artistic and cultural patronage central to the fashioning of their image and the realization of their princely ambitions. This seminar explores the connections between the two kinds of patronage with a focus on works of art and architecture and recent historical and art historical scholarship.

[HIST 481 The English Revolution # (III)]

Fall. 4 credits. Not offered 2001-2002.
R. Weil.

Between 1640 and 1660, England experienced two decades of civil war and revolution and embarked on a fascinating series of attempts to reorganize political and religious life. Women and the lower classes emerged as actors on the political stage, radical religious sects flourished, and the nature of authority was questioned in both the family and the state. This course explores the political, cultural, religious, and social dimensions of the English Revolution, using mostly primary sources.]

[HIST 496 Theorizing the Public Sphere (also COM L 496 and GERST 496) (III or IV)]

Fall. 4 credits. Not offered 2001-2002.
P. Hohendahl.

For description, see GERST 496.]

HIST 651 Old English Literature in Its Historical Context (also ENGL 710) #

Spring. 4 credits. P. Hyams, T. D. Hill.
This graduate course, cross-listed with ENGL 710, might equally be known as "Anglo-Saxon England: History and Literary Context." It studies the written sources for major questions of Anglo-Saxon history in their literary and cultural context. It concentrates on important texts extant in both Latin and Old English. Comparison can illuminate the resources and intentions of writers, compilers, and copyists, the literary and linguistic culture of England, and the ways in which historians might most fruitfully study such texts. Bede's *Ecclesiastical History* and *Battle of Maldon*, Aelfric's *Colloquies*, selections from the Anglo-Saxon chronicle, *Beowulf*, laws, homilies, and wisdom literature are all likely to come under scrutiny. One goal is to reclaim for European religious history a corpus of material that historians neglect because it is in Old English.

[HIST 653 England—Britain—Europe in the Middle Ages #

Spring. 4 credits. Not offered 2001-2002.
P. Hyams.

This graduate seminar tentatively explores the coming move from the study of medieval English history to that of the British Isles and its inhabitants within the wider context of Europe and Western Christendom. Readings are mostly representative original sources. The precise texts and topics studied depend on the interests (and especially future teaching plans) of participants, but certainly allow for a critical examination of existing literature on the general and cultural history of England, Scotland, Ireland, and Wales.]

HIST 663 Graduate Seminar in Renaissance History

Fall. 4 credits. J. Najemy.
Topic for 2001: The Medicean principate.

[HIST 664-665 Seminar in Latin Paleography

664, fall; 665, spring. 4 credits each term.
Hours TBA. Not offered 2001-2002.
J. J. John.]

[HIST 666 Seminar in Medieval History

Fall. 4 credits. Not offered 2001-2002.
J. J. John.]

[HIST 669 Politics, Power, and Culture in Early Modern England

Fall. 4 credits. Not offered 2001-2002.
R. Weil.

An inquiry into how the ruling class ruled, and what that meant to and for everyone else. Topics include: the invention of the "state", the relationship of central and local power; clientage and corruption; the construction of categories of "public" and "private;" representations of monarchy, hegemony, and resistance; court culture, and the social interpretations of the English Revolution and their critics. Focus is on historiography and methodology, with some engagement with primary sources.]

Modern European History

HIST 152 Introduction to Western Civilization (1600 to the End of World War II) # III

Spring. 4 credits. P. Holquist and R. Weil.
This course offers a comparative perspective on the development of modern states, societies, and cultures in Europe and North America. Topics include: religious and scientific revolutions in early modern Europe; European expansion and conquest; Enlightenment and revolution; liberalism, capitalism, and communism; the politics of race, slavery, and the new imperialism; the World Wars and the Holocaust; the Cold War; and the modern and the post-modern in European and American culture.

HIST 215 Balkan Cultures and History # (III)

Spring. 4 credits. J. Weiss and W. Browne.
Cultural and linguistic factors interacted with political events to form present-day Slovenia, Croatia, Bosnia-Herzegovina, Serbia, Montenegro, Romania, Bulgaria, Macedonia, Albania, and Greece. The course traces these relationships from the end of the medieval period to the present.

[HIST 220 The French Experience: An Introduction (also FRLIT 224) (III or IV)]

Fall. 3 credits. Not offered 2001-2002; next offered 2002-2003. S. Kaplan and M. Greenberg.

An examination of French society, culture, and institutions. What has made French culture so distinctive? Its literature and its revolutions, its gastronomy and fashion, its painting, cathedrals, and cinemas? Looking attentively at texts, images, and contexts from selected moments in the seventeenth, eighteenth, nineteenth, and twentieth centuries, we attempt to unravel some of the defining enigmas of the French experience. Two lectures/week in English and one section (one section conducted in English, one in French). Readings available both in French and English translation.]

HIST 235 Antisemitism and Crisis Modernity (also JWST 254) (III)

Spring. 4 credits. V. Caron.

This course examines the role of antisemitism in nineteenth and twentieth century European ideological, political, and socioeconomic developments. Attention is paid to the way in which antisemitism illuminates the underside of European history, allowing us to see how anti-Jewish intolerance and prejudice became embedded in the worldviews of significant sectors of the European populations, culminating in the Holocaust. Topics include: the Christian roots of antisemitism and the extent to which modern antisemitism marks a break with the medieval past; the politicization of antisemitism by both Left and Right; the role of antisemitism in socioeconomic conflicts linked to the rise of capitalism; Jewish responses to antisemitism; antisemitism in the Nazi and Fascist revolutions; and contemporary interpretations of antisemitism.

[HIST 267 History of Zionism and the Birth of Israel (also JWST 290, NES 290) @ (III)]

Spring. 4 credits. Not offered 2001-2002; next offered 2002-2003. V. Caron.

This course examines the history of Zionism as an ideology and political movement from its origins in the nineteenth century to the present. Attention is paid to situating Zionism within the context of modern Jewish, European, and Middle Eastern History. Topics include: the ideological foundations of Zionism; the role of Theodor Herzl and the rise of political Zionism; the Balfour Declaration; the development of the Yishuv; Zionism as a cultural identity for Diaspora Jewry; the British mandate; the Arab-Zionist encounter; Zionist responses to the Holocaust; and Zionism and contemporary Israeli society.]

[HIST 283 Europe in the Technological Age (III)]

Spring. 4 credits. Not offered 2001-2002; next offered 2002-2003. J. Weiss.

An introduction to politics, culture, and technology in contemporary Europe. In the sections on politics a survey of party systems and their interactions with social movements is followed by examinations of post-Communist constitution and political structures, the New Germany, and the European Union. The section on European culture pays special attention to the European press and electronic media as shapers and reflectors of cultural values. A section on the struggle over the control of the past deals with tensions and conflicts in European national memories. In the section on Nationalism and ethnicity, political and cultural approaches are combined in consideration of the wars in former Yugoslavia as well as less violent conflicts between nationalists and members of ethnic minorities elsewhere in Europe. The section on technology deals with the design of products and processes as a cultural phenomenon, making cross-national comparisons of some of the social, cultural, and institutional influences on engineering performance.]

[HIST 285 From Medievalism to Modernity: The History of Jews in Early Modern Europe, 1492-1789 (also NES 245, JWST 253) # (III)]

Fall. 4 credits. Not offered 2001-2002; next offered 2002-2003. V. Caron.

This course examines the history of European Jewry during the centuries of transition from the Middle Ages to the Modern Era. We examine the extent to which traditional Jewish life began to break down during this period and thus paved the way for the emergence of modern Jewry. Topics include the impact of

the Spanish Expulsion of 1492; religious, intellectual, and socioeconomic dimensions of the Marrano dispersion, including Lurianic Kabbalah and the messianic movement of Shabbetai Zevi; the establishment of Jewish communities in the West; the end of the "Golden Age" of Polish Jewry and the rise of Hasidism; the changing economic and political role of Jews in the seventeenth and eighteenth centuries; and the impact of the Enlightenment.]

HIST 290 Twentieth-Century Russia and the Soviet Union (III)

Fall. 4 credits. P. Holquist.

An introductory lecture course spanning the lifetime of the USSR (1917–1991), but covering the last years of the Russian Empire and the first years of the post-communist present as well. Geographically, it focuses on the Russian heartland and the non-Russian areas of the Soviet Union. The course explores the roots and consequences of the Russian Revolution; the nature and evolution of Leninism, Stalinism, and Soviet communism; the entrenchment of reform of the post-Stalinist system; and the legacy of communism for the region's new regimes. Students are introduced to a wide variety of historical materials, including documents, essays, memoirs, literature, and film.

HIST 291 Modern European Jewish History, 1789–1948 (also JWST 252) (III)

Fall. 4 credits. V. Caron.

Jewish life in Europe experienced a profound transformation as a result of the process of Jewish emancipation which began at the end of the eighteenth century. While emancipation offered Jews unprecedented social, economic, and political opportunities, it also posed serious challenges to traditional Jewish life and values by making available new avenues of integration. This course examines the ways in which Jewish and non-Jewish society responded to these new developments from the eighteenth century Enlightenment to the post-World War II era. Topics include Jewish responses to emancipation, including assimilation and new varieties of religious accommodation; the development of modern antisemitism; the rise of Zionism and the creation of the state of Israel; the modernization of Eastern European Jewry; the impact of mass immigration; and the Nazi era.

HIST 355 The Old Regime: France in the Seventeenth and Eighteenth Centuries # (III)

Fall. 4 credits. S. Kaplan.

A systematic examination of the social structure, economic life, political organization, and collective mentalities of a society that eclipsed all others in its time and then, brutally and irreversibly, began to age. France, in European perspective, from the wars of religion through the age of Voltaire.

[HIST 356 The Era of the French Revolution and Napoleon # (III)]

Spring. 4 credits. Not offered 2001–2002. S. Kaplan.

A study of the failure of the traditional system, its dismantling and replacement in France, and the international consequences. Focus is on the meaning of the revolutionary experience, the tension between the desires to destroy and to create, and the implications of the Revolution for the modern world.]

[HIST 357 Survey of German History, 1648–1890 # (III)]

Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 2001–2002; next offered fall 2002. I. Hull.

An examination of the social, political, intellectual, and diplomatic history of the German states from the devastation of the Thirty Years' War, through absolutism, the bourgeois revolutions of 1848, the struggle for unification, to the beginning of the modern industrial state.]

[HIST 358 Survey of German History, 1890 to the Present (III)]

Spring. 4 credits. Open to freshmen with permission of instructor. Not offered 2001–2002; next offered spring 2003. I. Hull.

An examination of the "German problem," that is the political, cultural, economic, and other causes of modern Germany's extreme violence and volatility from 1890 through 1945, and of the consequences thereof on the divided Germany of 1945 to 1989 and on the new German state since 1989.]

[HIST 362 European Cultural History, 1750–1870 (also COM L 352) # (III or IV)]

Fall. 4 credits. Not offered 2001–2002. M. Steinberg.

The course focuses on the making of middle-class culture, society, and imagination from the Enlightenment through the French Second Empire. There are three units with national and thematic foci: Germany in the period of Enlightenment, emancipation, and the burgeoning of national consciousness; questions of law, property, gender, and sexuality in early nineteenth-century England; modernism and urbanism in Second Empire France. Primary readings (including novels, paintings, and operas) are considered along with contemporary historical and theoretical readings.]

HIST 363 European Cultural History, 1870–1945 (also COM L 353) (III or IV)

Spring. 4 credits. M. Steinberg.

This course focuses on problems of modernity, identity, and ideology in comparative European contexts. We address the politics and culture of German nationalism, French urbanism and religious revival, the cultural origins of psychoanalysis, technological culture (including film), and the cultural origins and dynamics of fascism. As in 362, primary materials (including Wagner, Nietzsche, George Eliot, Freud, Benjamin, and Alfred Hitchcock) are considered along with recent theoretical work.

[HIST 370 History of the Holocaust (also JWST 353) (III)]

Spring. 4 credits. Each student must enroll in a section. Not offered 2001–2002; next offered 2002–2003. V. Caron.

This course analyzes the meaning of the Holocaust from three vantage points: European history; Jewish history; and that of those states and religious institutions that shared responsibility by having stood by in silence. Topics include: the evolution of modern anti-Semitism; the role of anti-Semitism in the Nazi ideology and program; the bureaucratization of death; Jewish life in ghettos and concentration camps; the fate of Jews in occupied Europe and the question of collaboration; Jewish political behavior under duress; the responses of the Western allies and the Churches; and contemporary

interpretations of the Holocaust and the meaning of evil.]

HIST 371 World War II in Europe (III)

Fall. 4 credits. J. Weiss.

The Second World War remains the single most important set of events shaping the contemporary world. The course deals with both the events of World War II as they shaped European and world history and the way those events were remembered and commemorated in postwar years. Lectures, screenings, and readings examine: the role of wartime political leaders and military commanders; the experience of war and occupation for soldiers and civilians, including Resistance movements and collaborators; Nazi genocide; intellectual and cultural changes during the war, including the impact on literature and philosophy; strategic questions about the origins and conduct of the war; the concluding phases involving the Nuremberg Trials, the Yalta and Potsdam conferences, and the launching of the Cold War; and the representation of the war in subsequent films, literature, and political culture.

[HIST 379 The First World War: Causes, Conduct, Consequences (III)]

Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 2001–2002. P. Holquist and I. Hull.

This course examines the long-term and immediate political, social, and cultural causes of World War I, its catastrophic prosecution, and its revolutionary consequences. Recurring themes are: the building of nation-states, the diplomatic and military systems of the nineteenth and twentieth centuries, mass mobilization, the development of mass violence, and the emergence of millenarian visions of the future.]

[HIST 380 Social History of Western Technology # (III)]

Spring. 4 credits. Not offered 2001–2002. J. Weiss.

For description, see History of Science.]

HIST 383 Europe, 1900–1945 (III)

Spring. 4 credits. J. Weiss.

An investigation of the major developments in European politics between 1900 and the end of the Second World War. Emphasis is on the rise and fall of democratic political systems and their alternatives. Topics include the reorientation of liberalism and socialism, the transforming effects of war and depression, the dynamics and diplomacy of fascism, the European response to the economic and ideological influence of America and the Soviet Union, the changes in Eastern Europe during the interwar years, and the interaction between politics and social structure.

[HIST 384 Europe, 1945–1968 (III)]

Fall. 4 credits. Not offered 2001–2002. J. Weiss.

A political and social history of Europe between the fall of fascism and the political crises of 1968. Emphasis is on the comparative study of the elaboration of democratic institutions and ideologies. Topics include the origins and course of the Cold War in Western and Eastern Europe, Gaullism and Christian Democracy, the emergence of welfare states, liberal-democratic and Communist culture, the end of colonial empires in the West, opposition movements in Eastern Europe, and the general upheaval of 1968.]

[HIST 385 Europe in the Twentieth Century: 1968-1990 (III)]

Spring. 4 credits. Not offered 2001-2002.
J. Weiss.

The major political developments in Europe between the upheavals of 1968 and the collapse of Communist regimes. Topics include the effects of economic turmoil in 1973-1974; the response to terrorism; regionalist movements; new ethnic minorities and their opponents; Socialist governments in southern Europe; the arrival of democracy in Spain, Portugal, and Greece; new dynamics in the European Community; the rise of Thatcherism; the war scare of the 1980s; and the final phase of the Cold War.]

[HIST 405 Jewish Culture and Modernity (also SOC HUM 408, JWST 408, GERST 420) (III or IV)]

Fall. 4 credits. Limited to 15 students.
M. Steinberg.

With emphasis on Germany but with materials drawn also from England, France, and the United States, this seminar will analyze the intersections and mutual production of modern Jewish culture and general structures and discourses of modernity. It takes up the category of "Jewish culture" as distinct from "Judaism." The focus is less on a religious tradition than on a cultural and historical identification whose sacred/secular boundaries are fluid and contestable. Thus, the boundaries between sacred and secular become a central debate both within Jewish culture and its multiple, mutual refractions with the non-Jewish world, which may itself be constituted in terms of modern nationalities, as Christian, secular, or anti-Semitic.

[HIST 406 The People in the French Revolution # (III)]

Fall. 4 credits. Not offered 2001-2002.
S. Kaplan.

The French Revolution was nothing if not a mass event. Mass action played a critical part in shaping its course. The "re-invention" of France affected the population down to each village and demanded decisions from virtually every adult. This course focuses on the people as actors: their collective memory, their ideologies, their repertoire of intervention, the formation of a popular political culture. It examines the encounters between the people (in their multiple incarnations) and the revolutionary elites who sought to articulate and appropriate the Revolution. A major theme is the tension between the ambitions to achieve liberty and equality.]

[HIST 409 Seminar on Work in Europe and America # (III)]

Fall. 4 credits. Not offered 2001-2002.
S. L. Kaplan.

For description, see Comparative History.]

[HIST 410 Russia in the Age of Revolution and Total War (III)]

Spring. 4 credits. P. Holquist.

This seminar examines the years of 1905-1945, a period of unparalleled violence and transformation in Russian history, encompassing several revolutions, two world wars and one civil war. Out of Russia's "second time of troubles" (1905-1921), a Soviet state emerged propagating an alternative model for politics and society, a model of society that would be explicitly challenged in the cataclysmic confrontation between the Soviet Union and Nazi Germany. This course examines the links between revolution, total war, and the emergence of the welfare state in Russia and

situate the revolutionary Soviet experience in its European and global context. Students read both historical treatments and analyze documents in translation. Knowledge of foreign languages is not required but some background in European history is desirable.

[HIST 413 Gender and the Law in German Culture (also GERST 416) (III or IV)]

Spring. 4 credits. T. Matysik.

This course examines the cultural space of law in modern German history. It pays particular attention to law and legal reform in relation to gendered notions of citizenry, subjectivity, and sexuality. The course takes as its hypothesis the idea that the prevalence in modern German thought of the concern with the "law" as the moral regulation of normative behavior is closely connected to the transformation of actual laws and legal codes in German history. In order to assess the terrain between such actual laws and their cultural effects, we examine a combination of literary, social-theoretical, and historiographical readings that address the problem of law. In this way we acquire, first, a general overview of German legal history together with a language with which to speak about a variety of legal theoretical traditions. We also explore perceptions of, responses to, and critiques of the historical role of law in German culture.

[HIST 417 History of Jews in Modern France (also JWST 446, FRLIT 413) (III or IV)]

Fall. 4 credits. Prerequisite: permission of instructor. V. Caron.

This course explores the integration of Jews into French society from the French Revolution to the present. Topics include: the debate over Jewish emancipation during the Enlightenment, the French Revolution, and the Napoleonic era; the processes of religious and social assimilation; the rise of anti-Semitism and the Dreyfus Affair; Jewish responses to anti-Semitism; the immigrant challenge and refugee crisis of the 1930s; the Vichy era and Jewish resistance during World War II; and the reconstruction of the French Jewish community since 1945.

[HIST 435 Collective Action and Politics in Modern Europe (III)]

Not offered 2001-2002. S. Kaplan,
S. Tarrow.

For description, see GOVT 435.]

[HIST 441 Seminar in the European Enlightenment # (III)]

4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.
Semester TBA. I. Hull.]

[HIST 456 Seminar in European Cultural History]

Spring. 4 credits. M. Steinberg.

Topic for 2001-2002: TBA.

[HIST 457 Seminar in European Fascism (III)]

4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.
Semester TBA. I. Hull.]

[HIST 460 Opera, History, Politics, Gender (also WOMNS 454, COM L 459, S HUM 459, ITAL 456, MUSIC 474) (III or IV)]

Spring. 4 credits. Not offered 2001-2002.
M. Steinberg and S. Stewart.

The will to social order and the desire to transgress it: this basic conflict in modern culture was negotiated in many places, but nowhere more dramatically than in the world

of opera. Body and mind; the visceral and the mannered; authority and subversion: these themes are integral to operatic works and culture. This seminar examines the works and contexts of Mozart, Beethoven, Wagner, Verdi, and Puccini alongside issues of German and Italian nationbuilding, liberalism, the continuities of patriarchy, and patterns of cultural identity and cultural difference in modern Europe. We analyze opera videos in class, and if possible we arrange an excursion to the Metropolitan Opera in New York City. No technical competence is required, but the seminar should be most interesting to those seeking an upper-level course in cultural history and/or cultural studies.]

[HIST 462 Popular Culture in European History (III)]

Fall. 4 credits. Not offered 2001-2002; next offered 2002-2003. S. L. Kaplan.

An examination of the origins, practices, and meanings of popular culture throughout Europe from the Middle Ages to the era of the French Revolution. After considering the various ways in which "culture" and "popular" can be construed, the seminar focuses on the specific manifestations of popular culture, its various languages and gestures, and its complex relations with the dominant/elite cultures.]

[HIST 467 Seminar in Modern European Political History (III)]

Fall. 4 credits. Permission of instructor required. J. Weiss.

[HIST 474 Topics in Modern European Intellectual and Cultural History (also COM L 474) (III or IV)]

Fall. 4 credits. Prerequisite: permission of the instructor. D. LaCapra.

Topic for 2001-2002: History and Memory. Drawing on various sources—historical, biographical, testimonial, critical, literary, and cinematic—the course investigates the role of memory in representing the past and shaping the future.

[HIST 477 Seminar on the Politics of the Enlightenment # (III)]

Fall. 4 credits. S. Kaplan.

An inquiry into the historical origins of European (especially French) political, social, and economic thought, beginning in the 1680s, at the zenith of Louis XIV's absolutism, and culminating in the French Revolution a century later. Emphasis is on the relation of criticism and theory to actual social, economic, religious, and political conditions. An effort is made to assess the impact of enlightened thought on the eighteenth-century world and to weigh its implications for modern political discourse. Readings in translation from such authors as Bayle, Montesquieu, Voltaire, Rousseau, Diderot, and others as well as from modern scholarly and polemical literature.

[HIST 478 Stalinism as Civilization (III)]

Fall. 4 credits. Not offered 2001-2002; next offered 2002-2003. P. Holquist.

The collapse of the Soviet Union provides an opportunity to reconsider the entire Stalinist experience, both on the basis of newly accessible documents and from fresh perspectives. This course approaches Stalinism as an entire system, examining the links between high politics, foreign relations, culture, and everyday political strategies. Readings include historical studies as well as newly available primary materials. Knowledge of Russian not required.]

[HIST 482 The Aesthetic and Cultural Theory of the Frankfurt School (also GERST 495) (III or IV)]

Fall. 4 credits. Not offered 2001–2002.
P. Hohendahl.]

[HIST 488 Seminar in Late Nineteenth-Century European Imperialism (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2001–2002.
I. Hull.

This seminar examines the theories of the "second wave" of European imperialism, and then compares the imperial experiences of Great Britain, France, and Germany. It focuses on the imperialist powers, and on the (often unintended) consequences of their colonial involvement on them. Of special concern are the transformation of nationalism into imperialism, and the effects on the European powers themselves of their experiences of applied racism and the commission of mass violence in their colonies.]

[HIST 491 Context of Irish Diaspora (also S HUM 421) (III)]

Spring. 4 credits. Limited to 15 students.
G. Peatling.

For description see S HUM 421.

[HIST 605 Graduate Seminar in European Cultural and Intellectual History]

Fall. 4 credits. Not offered 2001–2002.
M. Steinberg.

The topic is "Cultural History, Cultural Memory, Cultural Analysis." We will focus on the epistemological claims and metaphors of cultural historical practice, in particular those of memory and cultural analysis. What are the stakes, advantages, and problems of identifying history with memory or cultural analysis? Readings include works of Freud, Warburg, Benjamin, Yerushalmi, Mieke Bal, and other contemporary sources.]

[HIST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution (also GERST 635)]

4 credits. Anchor course. Not offered 2001–2002. P. Hohendahl.

For description, see GERST 635.]

[HIST 661 Graduate Seminar in Twentieth-Century German History]

4 credits. Prerequisite: permission of instructor. Not offered 2001–2002.
Semester TBA. I. Hull.]

[HIST 672 Seminar in European Intellectual History]

Fall. 4 credits. D. LaCapra.

[HIST 673 Seminar in European Intellectual History]

Spring. 4 credits. D. LaCapra.

[HIST 674 Graduate Seminar in German History, 1770–1918]

Fall. 4 credits. Not offered 2001–2002.
Semester TBA. I. Hull.]

[HIST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also COM L 675 and GERST 675)]

Fall. 4 credits. Not offered 2001–2002.
P. Hohendahl.

For description, see GERST 675.]

[HIST 678 Seminar in Modern European Social History]

Spring. 4 credits. Permission of instructor required. Not offered 2001–2002. J. Weiss.]

HIST 750 European History Colloquium

Fall and spring. 4 credits, each term. Dear, Weil (fall); Steinberg, Caron (spring).

A research colloquium designed for European history graduate students. The colloquium offers a forum for students to present papers and to discuss the work of visiting scholars.

Honors and Research Courses

Note: HIST 301–302 are not regular courses for which students may sign up at will. They are personal arrangements between an instructor and a particular student. Students must first gain the consent of a particular instructor to work with them.

HIST 301 Supervised Reading

Fall or spring. 2 credits. Open only to juniors and seniors. Prerequisite: permission of instructor. Staff.

HIST 302 Supervised Research

Fall or spring. 3 or 4 credits. Open only to upperclass students. Prerequisite: permission of instructor. Staff.

HIST 400 Honors Proseminar

Fall and spring. 4 credits. Limited to 15 students. For prospective honors candidates in history. Prerequisite: permission of a member of the Honors Committee is required to register. Weil (fall); Norton (spring).

An exploration of major approaches to historical inquiry, analysis, and presentation. Ways of thinking about history along with research methods and organization of the results are considered by reading and discussing a variety of historical works. Substantive readings are drawn from several time periods and diverse geographical areas. There is one short paper during the semester, and a longer final paper which explores the work of a major historian or school of historical writing.

HIST 401 Honors Guidance

Fall or spring. 4 credits. Prerequisites: HIST 400 and permission of instructor. Staff.

HIST 402 Honors Research

Fall or spring. 4 credits. Prerequisites: HIST 400 and permission of instructor. Staff.

HIST 703–704 Supervised Reading

703, fall; 704, spring. 4 credits each term. Limited to graduate students. Prerequisite: permission of instructor. Staff.

HIST 709 Introduction to the Graduate Study of History

Fall. 4 credits. Required of all first-year graduate students. P. Holquist and D. Usner.

The course is designed to introduce entering graduate students to crucial issues and problems in historical methodology that cut across various areas of specialization.

HISTORY OF ART

J. E. Bernstock, R. G. Calkins, C. Lazzaro, K. McGowan, L. L. Meixner, A. Pan, A. Ramage

The Department of the History of Art provides a broad range of introductory and advanced courses in Western art (European and North

American) and non-Western art (East and Southeast Asian, African), from antiquity to the present.

The Major

Department majors acquire a broad understanding of the history of art in several chronological and geographical areas: ancient, medieval, Renaissance, modern (Europe and North America), Southeast Asia, China, Japan, and Africa. Additionally, majors practice a range of art historical methods and interpretive strategies, including connoisseurship, dendrochronology, feminism, iconography, semiotics, and social history. Majors are encouraged to locate the history of art within allied humanities fields and the applied arts by taking courses in history, literature, history of architecture, and fine arts. The study of foreign languages is strongly encouraged.

Requirements for the Major

Prospective majors should consult the director of undergraduate studies. Students wishing to declare a major in the history of art should complete two courses at Cornell in the department by the end of their sophomore year. These courses should reflect the diversity of the departmental offerings. One must be at the 200 level, and one—but not both—must emphasize material either predominantly before 1800 or outside Europe/North America. These two courses are prerequisites for the major and a grade of C or above is required for admission; courses must be taken for a letter grade. These courses do count toward the total 44 credits. The major in the history of art requires 44 credits, 30 at the 300 level or above. The core requirements are: proseminar; one 400-level area seminar; two courses in art outside Europe/North America; and three courses in art predating 1800 (ancient, medieval, or Renaissance/Baroque). Majors must choose at least two courses from different categories. In addition to the 44 credits, majors are required to take two courses, approved by their advisers, in areas related to the history of art.

Honors

To become a candidate for the degree of Bachelor of Arts with honors in the history of art, a student must have a cumulative average of B+ for all courses taken in the department and in all arts and sciences courses. Application to write an honors thesis should be made to the director of undergraduate studies during the second term of the junior year. The application must include a summary of the proposed project, an endorsement by a faculty sponsor, and a copy of the student's transcript. In the senior year the honors candidate will include in his/her course load, History of Art 600 and 601. These courses address the research and writing of the senior thesis under the direction of the student's project adviser.

Course Numbering System

100-level courses are freshman writing seminars.

200-level courses are introductions to the major subdivisions of Western art and art outside the West.

300-level courses are intermediary courses addressing more specialized topics or epochs.

400-level courses are seminars primarily for advanced undergraduates and graduate students.

500-level courses are seminars primarily for graduate students.

First-Year Writing Seminars

For First-Year Writing Seminar offerings in the History of Art, consult the John S. Knight Institute brochure for times, instructors, and descriptions. These courses may be used as freshman electives but not to satisfy the distribution requirement.

Courses

ART H 200 Art, Archaeology, and Analysis (also ARCH 285, MS&E 285, ENGRI 185, GEOL 200, PHYS 200) (I or IV)

Spring. 3 credits. Staff.
For description see GEOL 200.

ART H 202 Survey of European Art: Renaissance to Modern # (IV)

Summer only. 3 credits. Staff.
The major traditions and movements in western European art from the Renaissance to the modern period. Painting, sculpture, and architecture with an emphasis on painting.

ART H 220 Introduction to Art History: The Classical World (also CLASS 220) # (IV)

Spring. 4 credits. Each student must enroll in a section. A. Ramage.
An overview of the art and archaeology of the Greek and Roman world. The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the time of Constantine the Great.

[ART H 221 Minoan-Mycenaean Art and Archaeology (also CLASS 221 and ARKEO 221) # (IV)]

Spring. 3 credits. Not offered 2001-2002.
J. Coleman.
For description, see CLASS 221.]

[ART H 224 Archaeology in Action I (also CLASS 232 and ARKEO 232) # (IV)]

3 credits. Prerequisite: permission of instructor. Not offered 2001-2002.
P. I. Kuniholm.]

[ART H 225 Archaeology in Action II (also CLASS 233 and ARKEO 233) # (IV)]

3 credits. Prerequisite: permission of instructor. Not offered 2001-2002.
P. I. Kuniholm.

Objects from the Classical, Hellenistic, and Roman periods are "dug" out of Cornell basements, identified, cleaned, restored, catalogued, and photographed and are considered in their appropriate historic, artistic, and cultural contexts.]

ART H 230 Introduction to Art History: Monuments of Medieval Art (also RELST 230) # (IV)

Spring. 4 credits. Each student must enroll in a section. R. G. Calkins.
An introduction to the approaches to art history through a study of selected works of art from the Middle Ages: architecture, sculpture, painting, manuscript illumination, metalwork, and ivory.

ART H 245 Introduction to Art History: Renaissance and Baroque Art # (IV)

Fall. 4 credits. Each student must enroll in a section. C. Lazzaro.
A survey of major works of European painting, sculpture, and architecture from 1400 to 1700. The focus is on preeminent artists, workshop methods, style, meaning, patronage, and the function of art in a range of social contexts. The course also covers the methods of art history currently practiced in Renaissance and Baroque studies. Weekly section meetings are required.

ART H 260 Introduction to Art History: The Modern Era (IV)

Fall. 4 credits. Not open to students who have taken ART H 261. Each student must enroll in a section.
J. E. Bernstock.
A discussion of the most important developments in art from 1780 to the present in a socio-political, historical context. The emphasis is on such major movements and artists such as Romanticism (Delacroix), Realism (Courbet), Impressionism (Monet), Post-Impressionism (Van Gogh), Cubism (Picasso), Fauvism (Matisse), Surrealism (Miro), Abstract Expressionism (Pollock), and Pop Art (Warhol). Different critical approaches are examined.

[ART H 261 Introduction to Art History: Modern Art (IV)]

3 credits. Not offered 2001-2002. Staff.
An introduction to early modern art as it developed between the French Revolution and World War I. Both European and American movements are examined, including Romanticism, Impressionism, and Cubism. Units are organized around central figures such as Mary Cassatt, Edgar Degas, Thomas Eakins, and Vincent van Gogh. Lectures are supplemented with discussions of methods of inquiry, including social history and feminism, fundamental to interpreting works of art.]

[ART H 270 Mapping America (also AM ST 270) # (IV)]

4 credits. Each student must enroll in a section. Not offered 2001-2002. L. Meixner.
An introduction to American art from colonial mercantilism through the Great Depression. Through a variety of sources including maps, paintings, street festivals, political cartoons, photographs, and advertisements, we explore the social and economic factors that shaped American identities. Emphasis is on the representation of race, class, and ethnicity.]

ART H 280 Introduction to Art History: Approaches to Asian Art @ # (IV)

Fall. 3 credits. K. McGowan.
Arranged according to selective focus and emphasis rather than broad chronological survey, this course introduces students to the varied responses of the Asian artist in diverse social, geographical, and historical contexts. Indian miniature paintings, Japanese prints, high-fired ceramics from Thailand and Vietnam, Indonesian textiles and jewelry, Javanese shadow-puppet theater, and Balinese ritual and performance traditions are explored. A number of class sessions meet in the Herbert F. Johnson Museum of Art.

ART H 309 Dendrochronology of the Aegean (also CLASS 309 and ARKEO 309) # (IV)

Fall and spring. 4 credits. Prerequisite: permission of instructor. Limited to 10 students. P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility exists for summer fieldwork in the Aegean.

[ART H 319 Art in the Daily Life of Greece and Rome (also CLASS 319) # (IV)]

Spring. 4 credits. Not offered 2001-2002.
A. Ramage.
Classical art is well reflected in the small items of daily life that are neglected frequently in the standard histories. This course looks at the making and decorating of household items in Greece and Rome in a variety of materials from clay to metal. The links between the commissions of the state and the tastes of the people are examined through their material culture.]

[ART H 320 The Archaeology of Classical Greece (also CLASS 320) # (IV)]

4 credits. Not offered 2001-2002.
A. Ramage.]

[ART H 321 Mycenae and Homer (also CLASS 321 and ARKEO 321) # (IV)]

4 credits. Not offered 2001-2002.
J. Coleman.
For description, see CLASS 321.]

[ART H 322 Arts of the Roman Empire (also CLASS 350) # (IV)]

Spring. 4 credits. Next offered spring 2003.
A. Ramage.
The visual arts in the service of the first world state. The course starts with the architecture, painting, and sculpture of the Etruscan and Republican period but concentrates on monuments of the Imperial era in Italy and the provinces until the time of Constantine. Art made for private patrons is considered, along with the official presentations of the emperors.]

[ART H 323 Painting in the Greek and Roman World (also CLASS 323) # (IV)]

4 credits. Not offered 2001-2002.
A. Ramage.]

[ART H 325 Greek Vase Painting (also CLASS 325) # (IV)]

Fall. 4 credits. Not offered 2001-2002.
A. Ramage.
A stylistic and iconographical approach to an art in which the Greeks excelled. The course is arranged chronologically from the early (eleventh century B.C.), anonymous beginnings to the "personal" hands of identifiable masters of the fifth and fourth centuries B.C. Styles of cities other than Athens are stressed.]

[ART H 326 Greek Cities and Towns (also CLASS 326) # (IV)]

4 credits. Prerequisite: CLASS/ART H 220 or permission of instructor. Not offered 2001-2002. J. Coleman.]

[ART H 327 Greek and Roman Coins (also CLASS 327) # (IV)]

4 credits. Not offered 2001-2002.
A. Ramage.
The varied issues of Greek cities and the Roman state are examined. Coins are considered as art objects as well as economic and historical documents. The changes in design, value, and metals from the origins of coinage to the late Roman period are studied. Lectures, student presentations, and work with the actual examples.]

[ART H 328 Greeks and Barbarians (also CLASS 322) # (IV)]

Fall. 4 credits. Not offered 2001–2002.

J. Coleman.

For description, see CLASS 322.]

[ART H 329 Greek Sculpture (also CLASS 329) # (IV)]

4 credits. Not offered 2001–2002.

J. Coleman.

For description, see CLASS 329.]

[ART H 332 Medieval Architecture (also ARCH 382, RELST 332) # (IV)]

Fall. 4 credits. R. G. Calkins.

A survey of medieval architecture from the Early Christian period to the Late Gothic (A.D. 300–1500). Considerable emphasis is placed on the development of structural systems and on the form, function, and meaning of important medieval buildings.

[ART H 333 Early Medieval Art and Architecture # (IV)]

4 credits. Not offered 2001–2002.

R. G. Calkins.

Sculpture, painting, and architecture in the period from the late antique through the Carolingian era (A.D. 300–900). The evolution of the early Byzantine tradition is also considered.]

[ART H 335 Gothic Art and Architecture (also RELST 335) # (IV)]

4 credits. Not offered 2001–2002.

R. G. Calkins.]

[ART H 336 Prelude to the Italian Renaissance (also RELST 336) # (IV)]

4 credits. Not offered 2001–2002.

R. G. Calkins.

An examination of Italian art, beginning with twelfth-century Sicily, and with emphasis on thirteenth- and fourteenth-century sculpture, painting, and to a lesser extent, architecture, which includes the works of Duccio, Giotto, the Pisani, and Lorenzetti as the prelude to the Italian Renaissance.]

[ART H 337 The Medieval Illuminated Book (also RELST 337) # (IV)]

Fall. 4 credits. R. G. Calkins.

A study of selected major examples of medieval illuminated manuscripts from between A. D. 300 and 1500. Facsimiles of major manuscripts such as the Lindisfarne Gospels, the Book of Kells, and the Hours of Mary of Burgundy are examined. Students write a research paper on a manuscript of their choice. Two lectures, plus a session each week in the Rare Book Room.

[ART H 338 Modern Western Drama, Modern Western Theater: Theory and Practice (also COM L 335 and THETR 335) (IV)]

Fall. 4 credits. R. Schneider.

A study of drama and the culture contexts of its performances from the mid-nineteenth century to the mid-twentieth century in Europe and America. We move from symbolism and naturalism through to constructivism, expressionism, Dadaism, futurism, surrealism and on the Brecht, Artaud and a few of their more contemporary descendants. Students engage in performance projects as well as text analysis.

[ART H 341 Flemish Painting (also RELST 342) # (IV)]

4 credits. Not offered 2001–2002.

R. G. Calkins.

An examination of Flemish painting in the fifteenth century, with emphasis on the works of Robert Campin, Jan van Eyck, Roger van der Weyden, Hugo van der Goes, Hans Memling, and ending with Jerome Bosch. Issues of the social, economic, and devotional context are discussed as they pertain to the particular development of Northern Realism and Symbolism during this century.]

[ART H 343 Italian Renaissance of the Fifteenth Century # (IV)]

4 credits. Not offered 2001–2002.

C. Lazzaro.

This course examines the artistic production of the fifteenth century in its social and cultural context. The new style, which was developed in Florence in the early century and spread to other city-states in Italy, is examined in the context of the new educated class, the increased wealth of the mercantile, urban class, and the new role of family in society.]

[ART H 344 Italian Renaissance of the Sixteenth Century: Leonardo, Michelangelo, and Raphael # (IV)]

Spring. 4 credits. C. Lazzaro.

This course focuses on the three great artists of the late fifteenth and sixteenth centuries, Leonardo, Michelangelo, and Raphael. It examines each as a thinker as well as an artist, through their own writings together with their works of painting, sculpture, and architecture. It also analyses the contemporary constructions of the artist as genius and as courtier in the biographies and other writings about them.

[ART H 345 Rome, Florence, and Venice in the Sixteenth Century # (IV)]

4 credits. Not offered 2001–2002.

C. Lazzaro.

This course examines the distinctive cultural identities of Rome, Florence, and Venice, and how art, architecture, and urban planning served to create the myths and self-images of these cities, their rulers, and society. Topics include the centers of power, relationship of church and state, and private patronage and collections.]

[ART H 348 Renaissance Art in Northern Europe: The Sixteenth Century # (IV)]

4 credits. Not offered 2001–2002. Staff.

This course examines the painting, graphic arts, and sculpture of Northern Europe in the sixteenth century. Principal emphasis is on art produced in the Netherlands and Germany. Topics considered include patronage and audience in different regions of Northern Europe, the importance of fifteenth-century traditions, the impact of Italian art, and the development of specifically northern forms of artistic expression in religious and secular art, including landscape, portraiture, and genre painting. Among the themes we explore are constructions of gender and representations of women in Northern Renaissance art, attitudes to peasants and the urban lower classes, the impact of the Protestant Reformation and iconoclasm, and the development of the art market in the North. Artists considered include Bosch, Bruegel, Dürer, and Grünewald.]

[ART H 351 The Culture of the Renaissance II (also COM L 362, HIST 364, MUSIC 390, RELST 362, ENGL 325) # (III or IV)]

4 credits. Not offered 2001–2002.

W. J. Kennedy, C. Kaske.

For description, see COM L 362.]

[ART H 360 Painting Nineteenth-Century America (also AM ST 360) # (IV)]

Spring. 4 credits. L. L. Meixner.

This course is an interdisciplinary view of art and life in nineteenth-century America from the colonial era through the Gilded Age. We will consider definitions of democratic culture through topical units including the following: New England portraiture and commodity culture; the art museum in the new republic; genre painting in the Jacksonian era; Hudson River landscape and railroad expansion; photography and the rising middle class; images of African Americans and Reconstruction; images of Native Americans, Manifest Destiny, and the frontier myth; cosmopolitan taste and robber barons in the Gilded Age. Alongside key paintings, we look at print culture including daguerreotypes, postcards, political prints, photographs, and advertisements. Major artists include: John S. Copley, George Caleb Bingham, Winslow Homer, Thomas Eakins, Mary Cassatt, and John Singer Sargent. We address their relationship to major writers including Walt Whitman, Henry James, Stephen Crane, and Edith Wharton.

[ART H 362 Impressionism in Society (also WOMNS 361) (IV)]

Fall. 4 credits. L. L. Meixner.

This course discusses French Impressionist art as products of nineteenth-century public life. By relating Impressionism to state culture, including Universal Expositions, we trace subversive themes such as criminality, café and brothel societies, clandestine prostitution, and class-regulated leisure. We consider images of Parisian spectacle and commodity culture (Manet, Cassatt, Degas, Toulouse-Lautrec) as well as French landscapes (Monet, Van Gogh, Pissarro). Special topics include artists' relationships to novelists (Zola), poets, and the avant garde theatre as well as the construction of the artist and courtesan in Puccini's "La Bohème" and Verdi's "La Traviata." Images include postcards, playbills, medical photographs, and posters. Organizing our historical units is the theme of power and vision, with attention to the female gaze, voyeurism, surveillance, and scopophilia.

[ART H 365 U.S. Art From FDR to Reagan (also AM ST 355) (IV)]

Fall. 4 credits. Not offered 2001–2002.

J. E. Bernstock.

Course covers major artists and movements in the United States since 1940, beginning with Jackson Pollock and Abstract Expressionism, and continuing through recent developments in art. Attention is devoted to the critical reception that artists have received and to artists' statements themselves.]

[ART H 370 Visual Culture and Social Theory (also GOVT 375 and COM L 368) (III or IV)]

4 credits. Not offered 2001–2002.

S. Buck-Morss.

For description, see GOVT 375.]

[ART H 371 Architectural History of Washington, D.C. # (IV)]

Fall or spring. Variable credit. Only for students in the Cornell-in-Washington program. Only for non-architects. P. Scott.

A historical and critical survey of the architecture of Washington. Attention is given to the periods, styles, architects, and clients—public and private—of the notable buildings and to the urban landscape of the nation's capital.

The vocabulary of architectural analysis and criticism is taught. Field trips required.

ART H 377 African American Art (also AS&RC 304) (IV)

Spring. 3 credits. S. Hassan.
For description, see AS&RC 304.

ART H 378 Art in African Culture and Society (also AS&RC 310) @ (IV)

Fall. 3 credits. S. Hassan.
For description, see AS&RC 310.

ART H 380 Introduction to the Arts of China (also ARKEO 380 and ASIAN 383) @ # (IV)

Spring. 4 credits. A. Pan.
This course offers a survey of the art and culture of China, from the Neolithic period to the twentieth century. We begin with an inquiry into the meaning of national boundaries and the controversy of the Han Chinese people, which helps us identify the scope of Chinese culture. Pre-dynastic (or prehistoric) Chinese culture is presented through both legends about the origins of the Chinese, and scientifically excavated artifacts. Art of the dynastic and modern periods is presented in light of contemporaneous social, political, geographical, philosophical and religious contexts. Students work directly with objects in the Herbert F. Johnson Museum of Art.

[ART H 384 Introduction to the Arts of Japan @ # (IV)]

Spring. 4 credits. Not offered 2001-2002. A. Pan.
As an island nation east of the Asian continent, Japan developed a unique culture that reflects both continental and indigenous characteristics. This course examines pre-and post-contact with continental culture and the process of artistic acculturation and assimilation in successive periods of Japanese art history.]

[ART H 385 Representation and Meaning in Chinese Painting (also ASIAN 384) @ # (IV)]

4 credits. Not offered 2001-2002. A. Pan.
Using major monuments of art, this course introduces various genres of Chinese painting through socio-political and religious history. The focus is on understanding the aesthetic criteria, artistic movements, stylistic transformations, and agendas of different social classes. Weekly sections will meet at the Herbert F. Johnson Museum so that students can gain first-hand experience examining and handling Chinese paintings.]

ART H 395 The House and the World: Architecture of Asia (also ASIAN 394) @ # (IV)

Spring. 4 credits. K. McGowan.
In many Asian societies, houses are regarded as having a life force or a vitality of their own. This course examines the role of the house as a living organism in Asia, a symbol of the cosmos encapsulated. Houses also function in many societies as storehouses for material and immaterial wealth; artifacts such as textiles, jewelry, sculptures, and masks function within the house as ancestral heirlooms, conveying their own currents of life force, the power from which serving to blend with the vitality of the house. This accumulation of energy can be conferred on the inhabitants, or it may exist as a quiet reservoir of power, distinct from its occupants. The indigenous architectural traditions of India, Vietnam, Thailand, Indonesia, and the Philippines are examined. By studying the inhabited spaces of others,

divining their technologies of construction and their applied symbolologies, students are provided with powerful tools for examining the visual skills and sensibilities of other cultures. "The House and the World" serves as the metaphor for these discoveries.

[ART H 396 The Arts of Southeast Asia @ # (IV)]

4 credits. Not offered 2001-2002. K. McGowan.
The arts of Southeast Asia are studied in their social context, since art plays a role in most of the salient occasions in life in traditional societies. Special emphasis is devoted to developments in Indonesia, Thailand, and Cambodia. Among topics covered are the shadow puppet theater of Java, textiles, architecture, sculpture, and Bali's performance tradition.]

Seminars

Courses at the 400 and 500 level are open to juniors and seniors, majors, and graduate students. All seminars involve the writing and presentation of research papers. Enrollment is limited to 15 students, and *permission of the instructor is required*. Students may repeat courses that cover a different topic each semester.

ART H 400 Proseminar for Art History Majors: The History and Practice of Art History (IV)

Fall. 4 credits. Prerequisite: History of Art majors only. Enrollment is limited. K. McGowan.
Works of art have always engendered political, social, and cultural meanings. This seminar presents an introduction to the methods which art historians have engaged in studying the objects and ideas which constitute the historiography of their discipline. Challenged and enlarged by cultural debates over issues of class, ethnicity, nationality, sexual orientation, and gender, the field of art history is expanding to incorporate problems of assessing quality of intention and reception along with authorship, of artistic production in place of artistic creation, and of Western-oriented attitudes to race in reference to orientalism and colonialism. Readings focus on historically situating methods used to situate art historically, and on the implications of their cross-cultural application. Papers encourage students to put methods into practice, realizing in the process that subject matter is not an isolated choice to which methods are applied, but something which profoundly affects the approach which the researcher brings to the writing of art history.

ART H 400 Proseminar

Fall. 4 credits. Prerequisite: History of Art majors only. Enrollment is limited. K. McGowan.
Works of art have always engendered political, social, and cultural meanings. This seminar presents an introduction to the methods which art historians have engaged in studying the objects and ideas which constitute the historiography of their discipline. Challenged and enlarged by cultural debates over issues of class, ethnicity, nationality, sexual orientation, and gender, the field of art history is expanding to incorporate problems of assessing quality of intention and reception along with authorship, of artistic production in place of artistic creation, and of Western-oriented attitudes to race in reference to orientalism and colonialism. Readings focus on historically situation methods and implications of their cross-cultural application.

Papers encourage students to put methods into practice, realizing in the process that subject matter is not an isolated choice to which methods are applied, but something which profoundly affects the approach which the researcher brings to the writing of art history.

ART H 401 Independent Study

Fall or spring. 2-4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member.
Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

ART H 402 Independent Study

Fall or spring. 2-4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member.
Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

[ART H 403 Ritual, Play, Spectacle, Act: Performing Culture (also THETR 403 and 603) (IV)]

Fall. 4 credits. Not offered 2001-2002. R. Schneider.
For description, see THETR 403.]

ART H 407 The Museum and the Object (IV)

Fall. 4 credits. Prerequisite: permission of instructor. All classes meet in the Johnson Art Museum Study Gallery. L. L. Meixner.
This seminar gives advanced Art History majors the opportunity to work directly with original objects from collections in the Herbert F. Johnson Museum. The course focuses on art and connoisseurship by questioning the ways quality is determined in works of art. Topics include methods of attribution, fakes and forgeries, technique and media, restoration and conservation, art education and theories of perception. Session leaders include the curatorial staff of the art museum.

[ART H 423 Ceramics (also CLASS 423 and ARKEO 423) # (IV)]

4 credits. Not offered 2001-2002. A. Ramage.
Bronze Age, Greek, and Roman pottery specimens from Near-Eastern and Mediterranean sites are studied to provide direct experience of one of the basic prerequisites of archaeological excavation—the identification and dating of pottery types. Reports, delivered in class, concern ancient ceramic materials or particular types and periods of ceramics. Practical experience in making and decorating pottery is encouraged.]

[ART H 424 Sardis and the Cities of Asia Minor (also ARKEO 432 and CLASS 432) # (IV)]

4 credits. Not offered 2001-2002. A. Ramage.]

[ART H 425 Seminar on the Bronze Age Architecture of Asia Minor (also CLASS 430 and ARKEO 425) # (IV)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002. P. I. Kuniholm.
The course covers major architectural building programs from Neolithic Catal Hüyük, Beycesultan, to the final phases of Troy and Hittite Bogazköy. The art and archaeology of these civilizations is taken into account when relevant. Reading knowledge of German useful.]

ART H 427 Seminar on Roman Art and Archaeology (also CLASS 435 and ARKEO 435) # (IV)

Spring. 4 credits. Not open to freshmen or sophomores without permission of instructor. A. Ramage.

Topic for spring 2002: The Afterlife of Roman and Classical Art.

[ART H 430 America in the Camera's Eye (also HIST 430 and AM ST 430.2) (III or IV)]

Fall. 4 credits. Not offered 2001–2002.

R. L. Moore.

For description, see HIST 430.]

ART H 434 The Rise of Classical Greece (also ARKEO 434 and CLASS 434) # (IV)

Spring. 4 credits. Recommended: CLASS 220 or ART H 220, CLASS 221 or ART H 221, or permission of instructor.

P. I. Kuniholm.

The art and archaeology of the Greek dark ages. Topics include: site reports, pottery, metalworking, the introduction of the alphabet, the beginnings of coinage, and links with Anatolia and the Near East.

[ART H 446 Renaissance Patronage and the Medici (also HIST 479) # (III)]

Spring. 4 credits. Not offered 2001–2002. Staff.

Between the early fifteenth and later sixteenth centuries, the Medici family of Florence rose from the ranks of the city's merchant bankers to become virtual rulers of the republic, cardinals and popes in Rome, and, eventually, hereditary grand dukes of Tuscany. Much of the family's power and fame derived from two kinds of patronage: the social and political patronage that first established their faction and party and then enabled them to maintain control; and the artistic and cultural patronage that was central both to the fashioning of the family's image and to the realization of its princely ambitions. This interdisciplinary seminar explores the connections between the two types of patronage employed so effectively by the Medici. We focus on primary source materials, on works of art and architecture, and on recent historical and art historical scholarship concerned with the Medici and with patronage in Renaissance Italy.]

ART H 447 Aesthetic Theory: End of Art (also GERST 656 and COM L 656)

Fall. 4 credits. Permission of Instructor.

P. Gilgen.

For description, see GERST 656.

[ART H 448 Studies in Sixteenth-Century European Art # (IV)]

4 credits. Not offered 2001–2002.

C. Lazzaro.

Topic: Constructing the Self in the Sixteenth Century. This seminar examines portraits, self-portraits, autobiographies, and biographies, as well as treatises on etiquette and behavior. In this society, "civility," the mark of class and education, was conveyed through bearing, gesture, manners, and speech, as well as social organization and artistic interests, all of which are evident in both visual and verbal representations of individuals.]

ART H 450 Women in Italian Renaissance Art (also WOMNS 451) # (IV)

Spring. 4 credits. Prerequisite: permission of instructor. C. Lazzaro.

This seminar examines representations of the Madonna and Child from the fourteenth and fifteenth centuries, the narrative scenes painted on chests and other domestic furniture, biblical and historical heroines such as Judith and Lucretia, portraits of patrician women and courtesans, and violence to women in a political context. It investigates the contemporary ideas about motherhood, beauty, sexuality, social presentation, and gender roles in society that inform these representations. We discuss the existing critical frameworks for interpreting them in feminist art history and theory (particularly in Renaissance studies). We are concerned especially with how visual images are encoded with meaning, what kind of relationship can be established with their historical context, and how they convey social constructs as ideology.

[ART H 451 Prints of the Fifteenth through the Seventeenth Century # (IV)]

4 credits. Prerequisite: permission of instructor. Not offered 2001–2002.

C. Lazzaro.

This seminar has several aims: to introduce students to prints—the techniques, styles, and issues of connoisseurship—and to the major printmakers of the period, including Marcantonio Raimondi, Dürer, and Rembrandt; to give students first-hand experience with works of art in the Herbert F. Johnson Museum; and to consider the social and cultural issues raised in the medium of prints and through their unique visual language. These issues include the social hierarchies of class and gender (including witches), moral concerns and religious devotion, the construction and transmission of notions of antiquity and classicism, and the representation of the urban and rural environment. Students give brief presentations on prints in the collection and longer ones of their own research projects on these and related topics.]

ART H 461 Art and Social Histories (also COM L 461) # (IV)

Spring. 4 credits. Prerequisite: permission of instructor. Auditing is not permitted.

L. L. Meixner.

Topic for spring 2002: Landscape as Ideology. This seminar considers images of land as cosmos, empire, fantasy, memory, and marvel. We approach our focal issue—land and capital—via Old and New World encounters, the political picturesque, rural enclosure, the Grand Tour and the tourist sublime, colonial and post-colonial spaces, the "greening of capitalism," the feminization of nature, and the transparency of utopia. In addition to art historical texts, our readings include the diaries of artist-explorers, discovery and conquest narratives, nature writing, and ecocriticism. Darwin, Thoreau, S. J. Gould, and Greenblatt number among our authors. Crossing boundaries, we discuss illuminated manuscripts, early modern pastorals (Europe and England), the symbolic frontier (U.S.A. and Russia), the topographic body and HGP, earthart, national parks, the Land of Oz and Eurodisney.

[ART H 462 Topics in Early Modernism (IV)]

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not open to freshmen or sophomores. Not offered 2001–2002. L. L. Meixner.

Early Modernism in America. Using the Armory Show (1913) as its center, this

interdisciplinary seminar examines the varied expressions of American modernism prior to World War II. Against the backdrop of post-World War I social politics and the Jazz Age, we examine: the machine aesthetic and kinetic poetry, icons such as the Brooklyn Bridge, O'Keefe, Stieglitz, and the rise of photography at "291," American Dada, the Harlem Renaissance, and the introduction of homoerotic imagery. Aside from major artists, key figures include Gertrude Stein, Dos Passos, Hart Crane, and Ernest Hemmingway.]

[ART H 463 Studies in Modern Art (IV)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001–2002.

J. E. Bernstock.

An Analysis of Abstract Art in Europe (1910–1920). Various reasons have been cited for the emergence of abstract art in Europe between 1910 and 1920. This seminar considers the historical context, the philosophical literature, and the developments in art criticism that had a bearing on the evolution of abstract art in the Netherlands, Germany, and Russia.]

[ART H 464 Studies in Modern Art (IV)]

Spring. 4 credits. Prerequisite: ART H 365 and permission of instructor. Auditing is not permitted. Not offered 2001–2002.

J. E. Bernstock.

Subjectivism in Art of the 1980s. This seminar examines the tendency toward a subjective form of art in the United States and in Germany during the 1980s, and the reasons for its international impact. The political and economic circumstances in the two countries as well as related art criticism are studied.]

ART H 466 Women Artists (also WOMNS 404) (IV)

4 credits. Prerequisite: permission of instructor. J. E. Bernstock.

This seminar studies the work of women artists from antiquity to the present. We consider the works of the most prominent women artists from each period in relation to the changing roles of women in society. The artists covered include Jennifer Bartlett, Artemisia Gentileschi, Elizabeth Vigée-Lebrun, Mary Cassatt, Käthe Kollwitz, Georgia O'Keeffe, Louise Nevelson, Joan Mitchell, Judy Chicago, and Barbara Kruger. Different critical approaches to feminist art are discussed.

[ART H 476 Seminar in American Art (IV)]

4 credits. Not offered 2001–2002.

L. L. Meixner.]

ART H 478 African Cinema (also AS&RC 435) @ (IV)

Fall. 4 credits. S. Hassan.

For description, see AS&RC 435.

[ART H 481 Art of the Tang Dynasty (618–907) (also ASIAN 479) @ # (IV)]

Spring. 4 credits. Prerequisite: ART H 383 or a course in Chinese history or Chinese literature and permission of instructor required. Not offered 2001–2002. A. Pan.

This seminar explores art and culture of the Tang dynasty, China's "golden age," by focusing on new discoveries and museum objects representing court, secular, and Buddhist art. We examine how imperial taste, patronage, and aesthetics influenced painting, calligraphy, gold and silver wares, ceramics, and important architectural and cave-temple sites.]

[ART H 483 Arts of the Song Dynasty (960-1279) @ # (IV)]

4 credits. Not offered 2001-2002. A. Pan. This seminar surveys arts of the Song dynasty, a period of introversion and high refinement. Through readings, class discussions, and visits to the Herbert F. Johnson Museum of Art, students gain knowledge of painting (landscape, figure, horse, flower-and-bird, literati traditions, and theories), calligraphy, Song antiquarianism, imperial patronage, religious art (painting, sculpture, and temples), and ceramics.]

[ART H 490 Art and Collecting: East and West (also ASIAN 491) @ # (IV)]

Spring. 4 credits. Not offered 2001-2002. K. McGowan. This course examines the social life of things, focusing in particular on the collection as an organizing metaphor for cross-cultural exploration. By examining biographies of objects, and the extent of their influence, it is possible to observe the transformation of gifts or heirlooms into commodities and vice versa as constellations of cultures appropriate objects and ideas across vast distances, East and West. India, Europe, China, America, Japan, and Mainland and Island Southeast Asia are examined at different points historically where dynamic convergences occur in the traffic of culture.]

[ART H 520 Seminar in Classical Archaeology (also CLASS 630 and ARKEO 520)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002. J. Coleman. For description, see CLASS 630.]

[ART H 531 Problems in Medieval Art and Architecture (also RELST 531)]

Spring. 4 credits. Prerequisite: permission of instructor. R. G. Calkins. Topic for spring 2002: Archaeology of the Book. A detailed investigation of the methods and procedures of examining medieval illuminated manuscripts. Emphasis is on understanding the handwritten book as a functioning object: its production, decoration, use, and reception. Students conduct research on a facsimile of a medieval manuscript amongst those housed in the Rare and Manuscript Collections in Kroch Library. Discussions, reports on readings, and presentations of research paper in class.

[ART H 540 Seminar in Renaissance Art]

4 credits. Prerequisite: permission of instructor. C. Lazzaro. Topic for fall 2001: Nature, Cultural Landscape, and Gardens in Early Modern Italy. This seminar examines cultural understandings of nature, the paired concepts of nature and culture, and the representations of nature in gardens. We consider the "second nature"—human interventions in the natural world, and the resulting "cultural landscape"—in both the actuality and painted representations of the countryside. The cultural significance of plants and plant foods and of animals, the revived literary genre of the pastoral, and collections of nature are all examined. Reflecting on the flourishing gardens from the sixteenth century we discuss how these cultural concepts of nature are manifested in garden design, planting and ornamentation.

[ART H 549 Problems in Interpretation in Italian Renaissance Art]

4 credits. Prerequisite: permission of instructor. Not offered 2001-2002. C. Lazzaro. This seminar examines assumptions about meaning and how meaning is produced in Renaissance art. Various interpretative strategies are examined, among them iconographic, semiotic, feminist, and psychoanalytic, within a specifically Renaissance literary, intellectual, and social context. Texts by Panofsky and critical discussions of them, Baxandall, Bryson, and others are read and discussed with reference to particular works of art. The seminar is intended primarily for graduate students in all areas of the history of art and those in other disciplines with an interest in the Italian Renaissance. Senior History of Art majors with background in the Italian Renaissance are also welcome.]

[ART H 571 African Aesthetics (also AS&RC 503)]

Spring. 4 credits. S. Hassan. For description, see AS&RC 503.

[ART H 580 Problems in Asian Art (also ASIAN 602 and RELST 580)]

Spring. 4 credits. Prerequisite: permission of instructor. K. McGowan. Topic for 2002: Water: Art and Politics in Southeast Asia. This seminar focuses on the significance of water—economic, religious, political, social—and its role in the art and architecture of Mainland and Island Southeast Asia. While India and China can be seen to provide aquatic themes and patterns for transformation, the emphasis in this course is on local ingenuity, how technologies of water use and control at ancient sites in Southeast Asia can be seen to shape vivid visual symbolologies, past and present.

[ART H 591-592 Supervised Reading]

591, fall; 592, spring. 4 credits. May be repeated for credit. Limited to graduate students.

[ART H 600 Honors Work]

Fall or spring. 8 credits. Intended for senior art history majors who have been admitted to the honors program. Basic methods of art historical research are discussed and individual readings assigned, leading to the selection of an appropriate thesis topic.

[ART H 601 Honors Work]

Fall or spring. 8 credits. Prerequisite: ART H 600. The student under faculty direction prepares a senior thesis.

HUNGARIAN

See Departments of Linguistics and Russian.

INDONESIAN

See Department of Asian Studies.

FALCON PROGRAM (INDONESIAN)

See Department of Asian Studies.

ITALIAN

See Department of Romance Studies.

JAPANESE

See Department of Asian Studies.

JAVANESE

See Department of Asian Studies.

JEWISH STUDIES

See Program of Jewish Studies under "Special Programs and Interdisciplinary Studies."

KHMER (CAMBODIAN)

See Department of Asian Studies.

KNIGHT, JOHN S., INSTITUTE FOR WRITING IN THE DISCIPLINES

See John S. Knight Institute in "Special Programs and Interdisciplinary Studies."

KOREAN

See Department of Asian Studies.

LATIN

See Department of Classics.

LINGUISTICS

A. Cohn, chair (203D Morrill Hall); D. Zec, director of graduate studies (219 Morrill Hall); W. Harbert, director of undergraduate studies (210 Morrill Hall); D. Abusch, J. Bowers, W. Browne, C. Collins, M. Diesing, S. Hertz, S. McConnell-Ginet, A. Miller-Ockhuizen, A. Nussbaum, M. Rooth, C. Rosen, M. Suñer, M. Weiss, J. Whitman, J. Wolff.

Linguistics, the systematic study of human language, lies at the crossroads of the humanities and the social sciences, and much of its appeal derives from the special combination of intuition and rigor that the analysis of language demands. The interests of the members of the Department of Linguistics and linguistic colleagues in other departments span most of the major subfields of linguistics: phonetics and phonology, the study of speech sounds; syntax, the study of how words are combined; semantics, the study of meaning; historical linguistics, the study of language change over time; and sociolinguistics, the study of language's role in social and cultural interactions.

Studying linguistics is not a matter of studying many languages. Linguistics is a theoretical discipline with ties to such areas as cognitive psychology, philosophy, logic, computer science, and anthropology. Nonetheless,

knowing particular languages (e.g., Spanish or Japanese) in some depth can enhance understanding of the general properties of human language. Not surprisingly, then, many students of linguistics owe their initial interest to a period of exposure to a foreign language, and those who come to linguistics by some other route find their knowledge about languages enriched and are often stimulated to embark on further foreign language study.

Students interested in learning more about linguistics and its relationship to other disciplines in the humanities and social sciences are encouraged to take Linguistics 101, a general overview, which is a prerequisite for most other courses in the field, or one of the first-year writing seminars offered in linguistics (on topics such as metaphor and the science of language). Linguistics 101 and other introductory courses fulfill the social science distribution requirement. Most 100- and 200-level courses have no prerequisites and cover various topics in linguistics (e.g., LING 170, Introduction to Cognitive Science; LING 285, Linguistic Theory and Poetic Structure) or focus on the linguistics of a particular geographic region or historical development of particular languages (e.g., LING 217, History of the English Language; LING 239, The Celtic Languages). Some of these courses also fulfill the breadth requirements.

Talks and discussions about linguistics are offered through the Undergraduate Linguistics Forum and the Linguistics Colloquium (sponsored by the department and the Cornell Linguistic Circle). These meetings are open to the university public and anyone wishing to learn more about linguistics is most welcome to attend.

The Major

For questions regarding the linguistics major, contact Professor Wayne Harbert (210 Morrill Hall, 255-8441, weh2@cornell.edu).

The prerequisite for a major in linguistics is the completion of LING 101 and either LING 201 or 203. The major has its own language requirement, which should be completed as early as possible: qualification in two languages other than English, one of which must be either non-European or non-Indo-European. With approval of the department's director of undergraduate studies, this requirement may be waived (i.e., reduced to the normal arts college language requirement) for students taking the cognitive studies concentration or a double major.

The other standard requirements for the linguistics major are as follows:

- 1) LING 201 (Introduction to Phonetics and Phonology) or LING 203 (Introduction to Syntax and Semantics), whichever one was not taken as a prerequisite to the major
- 2) LING 314 (Historical)
- 3) Three of the following five courses, one of which must be either Phonology I or Syntax I:
 - LING 301 (Phonology I)
 - LING 303 (Syntax I)
 - LING 309 (Morphology)
 - LING 319 (Phonetics I)
 - LING 421 (Semantics I)

- 4) A course at or beyond the 300 level in the structure of English or some other language, or a typological or comparative structure course such as Linguistics 401 or Field Methods (LING 300)
- 5) One additional linguistics course for at least four credit hours, which may be a course with significant linguistic content in a related field.

Some substitutions to these standard requirements are possible after consultation with your adviser and approval by the DUS.

Honors

Applications for honors should be made during the junior year or by the start of fall term of the senior year. For further information, please contact the DUS. Candidates for admission must have a 3.0 (B) average overall and should have a 3.2 average in linguistics courses. In addition to the regular requirements of the major, the candidate for honors will complete an honors thesis and take a final oral examination in defense of it. The thesis is usually written during the senior year but may be started in the second term of the junior year when the student's program so warrants. The oral examination will be conducted by the honors committee, consisting of the thesis adviser and at least one other faculty member in linguistics. Members of other departments may serve as additional members if the topic makes this advisable. LING 493 and 494 may be taken in conjunction with thesis research and writing but are not required.

First-Year Writing Seminars

For descriptions, consult the John S. Knight brochure for times, instructors, and descriptions.

Courses

LING 101 Introduction to Linguistics (III)

Fall or spring, 4 credits each term. Fall, J. Whitman; spring, M. Diesing.

An introductory course designed to provide an overview of the science of language, especially its theoretical underpinnings, methodology, and major findings. The course focuses on the basic analytic methods of several subfields of linguistics including phonetics, phonology, morphology, syntax, semantics, language variation, language change, and psycholinguistics.

LING 109 English Words: Histories and Mysteries (also CLASS 109)

Fall, 3 credits. M. Weiss.

Where do the words we use come from? This course examines the history and structure of the English vocabulary from its distant Indo-European roots to the latest in technical jargon and slang. Topics to be discussed include formal and semantic change, taboo and euphemism, borrowing, new words from old, "learned" English loans from Greek and Latin, slang, and society.

LING 131-132 Elementary Sanskrit (also CLASS 131-132 and SANSK 131-132)

For description, see SANSK 131-132.

LING 170 Introduction to Cognitive Science (also COGST 101, COM S 101, PHIL 102, and PSYCH 102)

For description, see COGST 101.

LING 201 Introduction to Phonetics and Phonology (III)

Spring, 4 credits. Prerequisite: LING 101 or equivalent or permission of instructor.

A. Cohn.

An introduction to the study of human speech sounds and how they pattern in languages. The first part of the course focuses on phonetics: the production, acoustics, and perception of speech, with attention to both the common and the less common sounds of the world's languages. The second part of the course focuses on phonology: how human speech sounds pattern within and across languages, with an emphasis on the rules that govern these patterns and their possible representation.

LING 203 Introduction to Syntax and Semantics (III)

Fall, 4 credits. Prerequisite: LING 101 or equivalent or permission of instructor.

M. Diesing.

This course focuses on language as a system of knowledge that enables native speakers to create and interpret the structures of their language. Part of the course considers issues of syntactic structure, such as the order of constituents, the hierarchical organization of grammars, and syntactic universals. The other part of the course focuses on meaning and interpretation, addressing such issues as the role of context, how information is structured, and how it is encoded in the syntax.

[LING 212 Language and Culture (III)]

Spring, 3 credits. Not offered 2001-2002; next offered 2002-2003. J. Whitman.

We often assume that there is a close relationship between differences in language and cultural variation. This course focuses on that relationship, beginning with an examination of the linguistic relativity hypothesis, which posits a link between basic properties of languages and crosscultural differences in world view. We also examine potential cultural determinants of variation in language: pronouns and honorific systems, systems of ritual and taboo in language, and the impact of narrative organization on grammar. Special attention is paid to 'extreme' forms of language: invented languages from Esperanto to Klingon; glossolalia and trance languages; language games and secret languages.]

[LING 215/715 Psychology of Language (also PSYCH 215) (III)]

Not offered 2001-2002.

For description, see PSYCH 215.]

[LING 216 Mathematical Linguistics (II)]

Spring, 4 credits. Not offered 2001-2002. Staff.

The course is an introduction to the mathematical concepts and techniques most frequently used in theoretical linguistics.]

LING 217 History of the English Language (also ENGL 217) # (III or IV)

Fall, 4 credits. W. Harbert.

This course explores the development of the English language from its Indo-European beginnings to the present. Topics covered include changes in sound, vocabulary and grammatical structure, external influences, Old English, Middle English, Standard English, dialects, and World Englishes.

[LING 230 Introduction to Southeast Asian Languages and Linguistics @ (III)]

Not offered 2001-2002.]

[LING 236 Introduction to Gaelic

Spring. 3 credits. Not offered 2001-2002.
W. Harbert.

This course is an introduction to the history, structure, and current status of the Scottish Gaelic language, oriented around elementary Gaelic texts.]

[LING 237 The Germanic Languages (III)

Fall. 4 credits. Not offered 2001-2002.
W. Harbert, M. Diesing.

This course surveys the history, structure, and use of the modern Germanic languages (English, German, Dutch, Afrikaans, Swedish, Danish, Icelandic, Norwegian, Faroese, and Yiddish).]

LING 238 Introduction to Welsh

Fall. 3 credits. W. Harbert.

This course surveys the history, structure, cultural, and political situation of the Welsh language. It includes several sessions of elementary language instruction and a brief introduction to Welsh literature.

[LING 239/539 The Celtic Languages (III)

Fall. 4 credits. Graduate students register under LING 539. Not offered 2001-2002.
W. Harbert.

This course surveys the history, structure, and political and social situation of the Celtic languages (Welsh, Scottish Gaelic, Irish Gaelic, Breton, Cornish, and Manx). The course includes a few days of introductory language instruction in some of these languages.]

[LING 241 Yiddish Linguistics (also JWST 271) (III)

Fall. 3 credits variable. Not offered 2001-2002; next offered 2002-2003. M. Diesing.

This course covers a wide variety of topics relating to the Yiddish language and Yiddish culture, including the structure of Yiddish, the history of the Yiddish language, Yiddish in America (the Yiddish revival, the role of the Yiddish press, etc.), Yiddish as a minority/dying language, and the influence of Yiddish on present-day American English. No previous knowledge of Yiddish required.]

[LING 242 Diversity in American English (III)

Spring. 3 credits. Not offered 2001-2002; next offered 2002-2003. C. Collins.

This course is a basic introduction to the regional dialects of English spoken in the United States. It is linguistically oriented, introducing the relevant aspects of phonetics, phonology, morphology, and syntax where appropriate. There is an emphasis on the students discovering what features characterize their own dialects (if they speak American English). The class is also of use as an introduction to American English dialects for nonnative speakers of English.]

[LING 244 Language and Gender (also WOMNS 244) (III)

Spring. 4 credits. For nonmajors or majors. Not offered 2001-2002. S. McConnell-Ginet.

This course explores connections between language (use) and gender/sex systems, addressing such questions as the following: How do sex and gender affect the ways we speak, the ways we interpret and evaluate speech? How do sociocultural differences in women's and men's roles affect their language use, their relation to language change? What is meant by sexist language? How does conversation structure the social worlds of

women and men? Readings draw from work in linguistics, anthropology, philosophy, psychology, literature, and general women's studies and feminist theory.]

[LING 246/546 Minority Languages and Linguistics (III)

Not offered 2001-2002.]

[LING 251-252 Intermediate Sanskrit (also CLASS 251-252 and SANSK 251-252) @ #

Satisfies language proficiency. Not offered 2001-2002.

For description, see SANSK 251-252.]

[LING 264 Language, Mind, and Brain (also COGST 264) (III)

Spring. 4 credits. For nonmajors or majors. Prerequisite: a basic course in linguistics and/or psychology is desirable. Not offered 2001-2002. J. Bowers.

An introductory course that emphasizes the formal structure of natural language and its biological basis. The following topics are covered: the formal representation of linguistic knowledge, principles and parameters of universal grammar, the basic biology of language, mechanisms of linguistic performance, the modularity hypothesis, and language and cognition. This course is especially suited for majors in fields such as psychology, philosophy, computer science, and linguistics (and also for those enrolled in the concentration in cognitive studies) who want to take a one-semester introduction to linguistics that concentrates on the formal principles that govern linguistic knowledge, along with some discussion of their biological realization and their use in perception and production.]

[LING 270 Truth and Interpretation (also COGST 270 and PHIL 270) (III)

Not offered 2001-2002.

For description, see PHIL 270.]

[LING 285/585 Linguistic Theory and Poetic Structure (also ENGL 296/585) (III or IV)

Spring. 4 credits. Graduate students register under LING 585. Not offered 2001-2002. J. Bowers.

Poems are among the most highly structured linguistic objects that human beings produce. While some of the devices used in poetry are arbitrary and purely conventional, most are natural extensions of structural properties inherent in natural language itself. The aim of this course is to reveal the ways poetry is structured at every level, from rhyme to metaphor, and to show how certain results of modern linguistics can usefully be applied to the analysis and interpretation of poetry. After introducing some of the basic concepts of modern phonology, syntax, and semantics, it is shown how literary notions such as rhyme, meter, enjambment, and metaphor can be formally defined in linguistic terms. These results are then applied to the analysis of particular poems and shown to yield novel and interesting insights into both their structure and interpretation.]

LING 300 Field Methods (III)

Spring. 4 credits. Prerequisites: LING 201 and 203 or permission of instructor.
C. Collins, J. Wolff.

Elicitation, recording, and analysis of data from a native speaker of a non-Western language not generally known to students.

LING 301-302 Phonology I, II (III)

301, fall; 302, spring. 4 credits each term. Prerequisites: for LING 301, LING 201 or equivalent; for LING 302, LING 301 or permission of instructor. Fall, A. Cohn; spring, D. Zec.

301 provides a basic introduction to phonological theory. The first half of the course focuses on basic principles of phonology, patterns of sounds, and their representations. In the second half, the nature of syllable structure and feature representations are explored. 302 provides further refinement of the issues investigated in 301, focusing in particular on metrical theory, Lexical Phonology, autosegmental phonology, and Prosodic Morphology.

LING 303-304 Syntax I, II (III)

303, fall; 304, spring. 4 credits each term. Prerequisites: for LING 303, LING 203; for LING 304, LING 303 or permission of instructor. Fall, C. Collins, J. Whitman; spring, M. Diesing.

303 is an introduction to syntactic theory, with emphasis on the classical theory of transformational grammar. 304 is an advanced course, surveying current syntactic models and dealing with such issues as the nature of syntactic representation, levels of representation, principles of universal grammar, and the relation of syntax and semantics.

[LING 308 Readings in Celtic Languages

Fall or spring, depending on demand. 2 credits. Prerequisite: permission of instructor. Not offered 2001-2002.
W. Harbert.

Reading/discussion groups in Welsh or Scottish Gaelic.]

LING 309 Morphology (III)

Fall. 4 credits. Prerequisite: LING 101 or equivalent or permission of instructor.
D. Zec.

This course addresses the basic issues in the study of words and their structures. It provides an introduction to different types of morphological structures with examples from a wide range of languages. Special emphasis is given to current theoretical approaches to morphological theory.

LING 311 The Structure of English: Demystifying English Grammar (also ENGL 313) (III or IV)

Fall. 4 credits. M. Suñer.

Do you suffer from grammatical insecurity? In foreign language classrooms, do you find yourself at a loss because you don't know how grammatical terminology applies to English? This course makes English grammar accessible and comprehensible to native speakers who want to understand how the language they use so easily works. In addition to standard grammatical notions, the course considers dialectal variation, matters of style, how sentence structure conveys viewpoint, and other discourse phenomena.

LING 314 Introduction to Historical Linguistics # (III)

Spring. 4 credits. Prerequisite: LING 201 or permission of instructor. M. Weiss.

A survey of the basic mechanisms of linguistic change, with examples from a variety of languages.

LING 315-316 Old Norse

315, fall; 316, spring. 4 credits each term.
E. Johannsson.

Old Norse is a collective term for the earliest North Germanic literary languages: Old

Icelandic, Old Norwegian, Old Danish, and Old Swedish. The richly documented Old Icelandic is the center of attention, and the purpose is twofold: the students gain knowledge of an ancient North Germanic language, important from a linguistic point of view, and gain access to the medieval Icelandic (and Scandinavian) literature. 315: The structure of Old Norse (Old Icelandic), phonology, and morphology, with reading of selections from the Prose-Edda, a thirteenth-century narrative based on the Eddaic poetry. 316: Extensive reading of Old Norse texts, among them selections from some of the major Icelandic family sagas: Njals saga, Grettis saga, and Egils saga, as well as the whole Hrafnkels saga.

LING 319 Phonetics I (III)

Fall. 4 credits. Prerequisite: LING 201 or permission of instructor. A. Miller-Ockhuizen.

This course provides a basic introduction to the study of phonetics. Topics covered include anatomy and physiology of the speech production apparatus, transcription and production of some of the world's sounds, basic acoustics, computerized methods of speech analysis, acoustic characteristics of sounds, speech perception, speech synthesis, and stress and intonation.

LING 320 Phonetics II (III)

Spring. 4 credits. Prerequisite: LING 319. A. Miller-Ockhuizen.

This course is a continuation of Phonetics I and provides a more detailed survey of some areas in acoustic and articulatory phonetics. Topics include feature theory, vocal tract acoustics, quantal theory, speaker normalization, theories of speech perception, coarticulation, theories of speech production, and prosody. In addition, a number of "hands-on" projects are part of the course.

LING 321-[322] History of the Romance Languages (also ROMS 321) (III)

Fall; [322, spring]. 4 credits each term. Prerequisites: LING 101 or equivalent and qualification in any Romance language. Offered alternate years. C. Rosen.

321: Course covers: popular Latin; Pan-Romance trends in phonology, morphology, syntax, and the lexicon; regional divergence; non-Latin influences; and medieval diglossia and emergence of Romance standards. [322: French, Italian, and Spanish from 850 to 1250 A.D. Analysis of texts. Overview of other languages to the present day. Elements of dialectology.]

LING 323 Comparative Romance Syntax (also ROM S 323) (III)

Spring. 4 credits. Prerequisites: LING 101, or equivalent and qualification in any romance language. Offered alternate years. C. Rosen.

Concise survey of romance syntax, covering the salient constructions in six languages with equal attention to their historical evolution and their current state. Grammatical innovation and divergence in a typological perspective.

LING 325 Pragmatics (also PHIL 334) (III or IV)

Fall. 4 credits. Prerequisite: LING 201 or PHIL 231 or permission of instructor. D. Abusch.

An introduction to aspects of linguistic meaning which have to do with context and with the use of language. Topics include

context change semantics and pragmatics, presupposition and accommodation, conversational implicature, speech acts, and the pragmatics of definite descriptions and quantifiers.

LING 332 Philosophy of Language (also PHIL 332) (IV)

For description, see PHIL 332.

[LING 333 Problems in Semantics (also PHIL 333 and COGST 333) (III or IV)]

Spring. 4 credits. Prerequisite: logic or semantics course or permission of instructor. Not offered 2001-2002.

S. McConnell-Ginet, Z. Gendler Szabó.

This course looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest. The focus is on quantification. Languages offer a variety of resources for expressing generalizations: some, every, no, many, and other quantifying expressions that appear inside noun phrases; always, never, occasionally, and other adverbial quantifying expressions not associated with particular nominals; constructional resources of various kinds (e.g., English free relatives like *whatever she cooks*). How different are these resources and what might they imply about basic cognitive and linguistic capacities?

[LING 347 Topics in the History of English (III)]

Spring. 4 credits. Prerequisite: LING 217, 314, a course in Old or Middle English, or permission of instructor. Not offered 2001-2002. W. Harbert.

The course will treat specific topics in the linguistic history of the English language, selected on the basis of the particular interests of the students and the instructor. The topic area for 2000-2001 was morphological and syntactic change during the Early Middle English period—a period crucial to the development of the distinctive syntactic properties of Modern English.]

[LING 355 Languages in Contact (III)]

Fall. 4 credits. Prerequisite: LING 101. Not offered 2001-2002. J. Wolff.

A principal cause of language change is contact with another language—that is, when some speakers of the community speak another or several other languages. This course examines issues of how languages and also dialects in contact influence each other: what kind of changes they undergo and the social factors which determine the kind, direction, and degree of change. We study issues of multilingualism and its social correlates, code switching, issues of language mixture (pidginization and creolization, language intertwining), language maintenance and language death. Finally, we look at how issues of language in contact shape our understanding of traditional historical linguistics—that is, where languages that are now spoken in the world came from and how they came to be the way they are.]

LING 366 Spanish in the United States (also SPANR 366 and LSP 366) (III)

Fall. 4 credits. Prerequisite: some knowledge of Spanish. M. Suñer.

Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language. Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics.

LING 390 Independent Study in Linguistics

Fall or spring. 1-4 credits variable.

Prerequisite: LING 101 or permission of instructor. Staff.

Independent study of linguistics topics not covered in regular curriculum for undergrads.

LING 401 Language Typology (III)

Spring. 4 credits. Prerequisite: LING 101 or equivalent. C. Rosen.

Study of a basic question of contemporary linguistics: in what ways do languages differ, and in what ways are they all alike? Efforts to formalize universals of syntax and to characterize the total repertoire of constructions available to natural languages. Common morphological devices and their syntactic correlates. Emphasis is on systems of case, agreement, and voice.

[LING 403 Applied Linguistics and Second Language Learning (III)]

Fall. 4 credits. Prerequisite: at least one course in applied linguistics, linguistics, psychology, anthropology, communication, cognitive studies, education, or literary analysis; or permission of instructor. Not offered 2001-2002; next offered 2002-2003. Staff.

This course is an introduction to the field of applied linguistics with focus on different domains of language research as they come to bear on the matter of second language learning. Thus, topics include developmental and experimental psychology of language, textual and discourse analysis, literacy, cognitive consequences of bilingualism, corpora and language teaching, and contact between first and second language communities.]

[LING 404 Linguistic Structure of Japanese (also ASIAN 412) (III)]

Fall. 4 credits. Prerequisites: JAPAN 102 or permission of instructor and LING 101 or equivalent introductory course in linguistics. Offered alternate years. Not offered 2001-2002; next offered 2002-2003. Y. Shirai.

Introduction to the linguistic study of Japanese, with an emphasis on morphology and syntax.]

LING 405 Sociolinguistics (III)

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. J. Wolff.

The principal work of linguistics is to describe, analyze, and understand the regularities of language systems. How, then, are we to deal with irregularities and variability when they are observed in language? This course introduces and discusses the most significant issues in the study of language variation, and it examines some of the methodologies that have been developed to study variation in language use. We consider the observable interactions between linguistic variables and social factors (e.g., age, sex, ethnicity) and review the main generalizations about these factors that sociolinguistics has arrived at in the last three decades. Some of the problems associated with the quantification and measurement of nonlinguistic variables are discussed and we evaluate the various ways researchers have dealt with these problems.

[LING 406 Ethnolinguistics (III)]

Spring. 4 credits. Prerequisite: LING 101 or permission of instructor. Not offered 2001-2002; next offered 2002-2003. J. Wolff.

This course is an introduction to the study of pidgin and creole languages and the issues surrounding them both in and beyond linguistics. Topics covered include: genesis of pidgins and creoles; classification of pidgins and creoles; creoles and language universals; creoles and sociolinguistic variation; a module on Saramaccan Creole English; educational and language planning issues; sociohistorical issues; Black English.]

[LING 407 Grammatical Structure of Spanish I (also SPANR 407) (III)]

Spring. 4 credits. Prerequisite: proficiency in Spanish or permission of instructor. Not offered 2001-2002; next offered 2002-2003. M. Suñer.

This course seeks to equip the advanced student or the future language professional with practical insights into problem areas for foreign language learners with the aid of linguistic descriptions. The intent is to narrow the gap known to exist between the knowledge that a native speaker has and the incomplete one that a foreign language learner possesses.]

[LING 408 Grammatical Structure of Spanish II (also SPANR 408) (III)]

Spring. 4 credits. Prerequisites: LING 101 and proficiency in Spanish or permission of instructor. Offered alternate years. Not offered 2001-2002; next offered 2003-2004. M. Suñer.

Survey of Spanish morpho-syntax using contemporary theoretical models to highlight hidden patterns and generalizations. Topics may vary according to students' interests, but may include major clause types, word order possibilities, negation, agreement, and null categories.]

[LING 409 Structure of Italian (III)]

Fall. 4 credits. Prerequisites: LING 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 2001-2002; next offered 2002-2003. C. Rosen.

Survey of Italian syntax, using simple theoretical tools to bring hidden regularities to light. Topics include auxiliaries, modals, clitics, reflexive constructions, agreement, impersonal constructions, causatives.]

[LING 410 History of the Italian Language (III)]

Spring. 4 credits. Prerequisites: LING 321 and either ITAL 201, 203, or equivalent. Offered alternate years. Not offered 2001-2002; next offered 2002-2003. C. Rosen.

Overview of Italian and its dialects from the earliest texts to the present day. Emergence of the standard language. External history and sociolinguistic circumstances.]

[LING 411 History of the Japanese Language (also ASIAN 411) @ (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. J. Whitman.

An overview of the history of the Japanese language followed by intensive examination of issues of interest to the participants. Students should have a reading knowledge of Japanese.

[LING 413 Topics in Historical Linguistics]

Fall. 4 credits. Prerequisite: LING 314 or permission of instructor. Not offered 2001-2002. W. Harbert, C. Rosen.

Examines a selection of recent research illustrating a variety of productive and

innovative approaches to problems in historical linguistics. Readings center on phonological and morphological evolution in the Romance and Germanic families. Students carry out guided research projects.]

[LING 414 Second Language Acquisition I (also ASIAN 414) (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Y. Shirai.

A survey of the quantitative and qualitative research literature on the acquisition of second and additional languages among the adult population. Research carried out in both experimental and natural settings is considered. Topics include: learner errors and errors analysis; contrastive analysis hypothesis; developmental and variability patterns in the acquisition of syntax, phonology and morphology, including the potential effects of typological and formal universals; pragmatics and discourse; the lexicon, social and cognitive factors in acquisition, communication, and learning strategies; theories of second language acquisition.

[LING 415 Second Language Acquisition II (also ASIAN 417) (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002; next offered 2002-2003. Y. Shirai.

This course examines various issues in second language acquisition research that is particularly relevant to foreign language teaching and learning. Topics covered include: the role of input (listening/reading) vs. output (speaking/writing); implicit vs. explicit learning; negative vs. positive evidence (including the role of error correction); affective factors (motivation, anxiety); individual differences; teachability hypothesis and syllabus construction; the structure of second language proficiency.]

[LING 416 Structure of the Arabic Language (also NES 416) @ (III)]

Not offered 2001-2002.

For description, see NES 416.]

[LING 417-418 History of the Russian Language (also RUSSA 401-402) (III)]

417, fall; 418, spring. 4 credits each term. Prerequisites: for LING 417, permission of instructor; for LING 418, LING 417 or equivalent. Offered alternate years. Not offered 2001-2002; next offered 2003-2004. W. Browne.

Phonological, morphological, and syntactic developments from Old Russian to modern Russian.]

[LING 420 Approaches to Discourse (also ASIAN 419 and COM L 421) (III or IV)]

Not offered 2001-2002.]

[LING 421-422 Semantics I, II (III)]

421, spring; 422, fall. 4 credits each term. Prerequisites: for LING 421, LING 203; for LING 422, LING 421 or permission of instructor. D. Abusch.

421: An introduction to semantics of natural language. The course starts from basic foundational questions concerning the nature of meaning and the empirical domain of semantic theory. Truth-conditional and logical theories and their application to the investigation of the structure of natural languages are extensively explored (with some comparisons with other approaches). Through the study of quantification, scope, anaphora, modalities, presuppositions, and the like, one tries to gain insight into general characteristics of the

cognitive apparatus that is at the basis of our capacity for understanding sentences.

422: Guides students into current work in semantic theory. The first half of the course is an introduction to Montague-style semantics, whose influence on current research is quite extensive. The second half of the course focuses on selected topics that have grown out of (and sometimes against) classical Montague semantics. Such topics are usually drawn from the following: generalized quantifiers and anaphora, type-shifting, problems of tense and aspect, the linguistic relevance of algebraic approaches to properties, propositions, events and thematic roles, and discourse representation theory.

[LING 424 Computational Linguistics (also COGST 424 and COM S 424) (III)]

Spring. 4 credits. Prerequisite: LING 203 or permission of instructor; COM S 114 is also recommended. M. Rooth.

Steady progress in formalisms, algorithms, linguistic knowledge, and computer technology is bringing computational mastery of the syntax, morphology, and phonology of natural languages within reach. The course introduces methods for "doing a language" computationally, with an emphasis on approaches which combine linguistic knowledge with powerful computational formalisms. Topics: computational grammars, parsing, representation of syntactic analyses; finite state morphology; weighted grammars; feature constraint formalisms for syntax; treebank and other markup methodology; robust low-level syntax and semantics; and experimental-modeling methodology using large data samples.

[LING 425 Corpora and Applied Linguistics (also ASIAN 425) (III)]

Not offered 2001-2002.]

[LING 427 Structure of Hungarian (III)]

Fall. 4 credits. Prerequisite: LING 101 or equivalent. Offered alternate years. Not offered 2001-2002; next offered 2003-2004. W. Browne.

Survey of phonology, morphology, and syntax of this non-Indo-European language. Topics to be stressed include vowel harmony, consonant assimilation; definite and indefinite conjugations, possessives, verb prefixes, causatives; and focus, word order, clause types, movement, intonation.]

[LING 429 Structure of the Chinese Language (also ASIAN 429) (III)]

Not offered 2001-2002.]

[LING 430 Structure of Korean (also ASIAN 430) (III)]

Spring. 4 credits. Offered alternate years. J. Whitman.

Intensive examination of the syntax and phonology of a non-Indo-European language with the objective of testing principles of current linguistic theory. No previous knowledge of Korean required.

[LING 431 Structure of an African Language (III)]

Spring. 4 credits. Prerequisite: LING 101 or permission of the instructor. Offered alternate years. Not offered 2001-2002; next offered 2002-2003. C. Collins.

A survey of the grammar of an African language in light of current linguistic theory.]

LING 433 The Lesser-Known Romance Languages (also ROM S 433)

Fall. 4 credits. Prerequisites: LING 101 or equivalent and qualification in any Romance language. C. Rosen.

The course surveys three or four Romance languages or dialects, examining their sound systems, grammars, and historical evolution from Latin. Includes some native speaker demonstrations. Readings represent both the modern languages and their earliest attested stages. Topics for fall 2001: Catalan, Romanian, a Northern Italian dialect, and a Rhetoroman language.

LING 436 Language Development (also COGST 436, HD 436, and PSYCH 436) (III)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HD 633/LING 700/PSYCH 600, a supplemental graduate seminar. Prerequisite: at least 1 course in developmental psychology, cognitive psychology, cognitive development, biology, neurobiology, or linguistics. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental issues of relationships between language and thought are discussed, as are the fundamental linguistic issues of Universal Grammar and the biological foundations for language acquisition. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child. An optional lab course supplement is available (see COGST 450/LING 450/PSYCH 437).

[LING 437 Celtic Linguistic Structures (III)]

Spring. 4 credits. Prerequisite: LING 303. Not offered 2001–2002; next offered 2002–2003. W. Harbert.

This course treats selected topics in the syntax and morphosyntax of the modern Celtic languages.]

LING 441 Introduction to Germanic Linguistics (also GERST 441) (III)

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. W. Harbert. Survey of major issues in historical Germanic linguistics.

[LING 443–444 Linguistic Structure of Russian (also RUSSA 403–404) (III)]

443, fall; 444, spring. 4 credits each term. Prerequisites: for LING 443, LING 101 and permission of instructor; for LING 444, LING 443 or equivalent. Offered alternate years; next offered 2003–2004. W. Browne.

A synchronic analysis of the structure of modern Russian. LING 443 deals primarily with phonology and its relation to syntax and 444 with syntax and word order. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, nonuniversal categories, and the relation between morphology and syntax.]

LING 450 Lab Course: Language Development (also COGST 450 and PSYCH 437)

Spring. 2 credits. Prerequisite: COGST/HD/LING/PSYCH 436. B. Lust.

This laboratory course provides undergraduates with an introduction to hands-on research experience in the Cognitive Studies research labs and meets once a week in group format. It includes several structured modules dealing with topics covered in the survey course, COGST/HD/LING/PSYCH 436, Language Development. They include training in how to study and analyze original child language data, including the use of selected portions of a large database of child language data from many languages in the Cornell Language Acquisition Lab (CLAL), and training necessary to the collection and analysis of new child language data. Emphasis is placed on developing research methods in order to test hypotheses.

[LING 451 Greek Comparative Grammar (also CLASS 421) (III)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Greek morphology. Not offered 2001–2002; next offered 2003–2004. A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

LING 452 Latin Comparative Grammar (also CLASS 422) (III)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Latin morphology. A. Nussbaum.

The prehistory and evolution of the sounds and forms of classical Latin as reconstructed by comparison with the other Indo-European languages.]

[LING 454 Italic Dialects (also CLASS 424) (III)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Latin morphology. Not offered 2001–2002; next offered 2002–2003. A. Nussbaum.

The phonology and morphology of Faliscan, Oscan, and Umbrian studied through the reading of epigraphical texts. Attention to the relations of these languages to Latin and the question of proto-Italic.]

[LING 455 Greek Dialects (also CLASS 425) (III)]

Fall. 4 credits. Prerequisite: basic familiarity with classical Greek morphology. Not offered 2001–2002; next offered 2003–2004. A. Nussbaum.

A survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.]

LING 456 Archaic Latin (also CLASS 426) (III)]

Spring. 4 credits. Prerequisite: reading knowledge of Latin. A. Nussbaum.

Reading of epigraphic and literary preclassical texts with special attention to archaic and dialectal features. The position of Latin among the Indo-European languages of ancient Italy, the rudiments of Latin historical grammar, and aspects of the development of the literary language.]

[LING 457 Homeric Philology (also CLASS 427) (III)]

Spring. 4 credits. Prerequisite: ability to read Homeric Greek. Not offered 2001–2002; next offered 2002–2003. A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.]

[LING 459 Mycenaean Greek (also CLASS 429) (III)]

4 credits. Prerequisite: thorough familiarity with classical Greek morphology. Not offered 2001–2002; next offered 2003–2004. A. Nussbaum.

An introduction to the epigraphy, language, and content of the Linear B tablets with special attention to their implications for Greek historical grammar and dialectology.]

[LING 460 Sanskrit Comparative Grammar (III or IV)]

Spring. 4 credits. Prerequisite: reasonable familiarity with classical Sanskrit morphology. Not offered 2001–2002; next offered 2003–2004. A. Nussbaum.

A survey of the historical phonology and morphology of Sanskrit in relation to the Indo-Iranian and Indo-European comparative evidence.]

LING 474 Introduction to Natural Language Processing (also COGST 474 and COMS 474) (III)]

For description, see COMS 474.

LING 493 Honors Thesis Research

Fall. 4 credits. Staff. May be taken before or after LING 494, or may be taken independently.

LING 494 Honors Thesis Research

Spring. 4 credits. Staff. May be taken as a continuation of, or before, LING 493.

[LING 601 Topics in Phonological Theory

Fall. 4 credits variable. Prerequisites: LING 301 and 1 higher-level course in phonology. Not offered 2001–2002. D. Zec. Selected topics in current phonological theory.]

[LING 602 Topics in Morphology

Fall. 4 credits. Prerequisites: LING 301 or 303 or permission of instructor. Not offered 2001–2002. D. Zec. Selected topics in current morphological theory.]

LING 604 Research Workshop

Fall. 2 credits. S-U grade only. Required of third-year linguistics graduate students. A. Cohn.

This course provides a forum for presentation and discussion of ongoing research, and development of professional skills. Participants must enroll in a concurrent independent study with a special committee member, or a relevant workshop.

[LING 606 Historical Syntax

Fall. 4 credits. Prerequisite: LING 303. Not offered 2001–2002. C. Rosen. A course on change in language structure, beginning with an overview of widely attested types of syntactic change and proceeding to an introduction of current theoretical treatments. Topics covered include grammaticalization, word order change, and

the interplay between morphological and syntactic change. Assumes a basic background in syntax.]

[LING 608 Discourse Analysis (also COM L 618)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002. H. Tao.

Linguistic theory applied to relationships beyond the sentence.]

[LING 609 SLA and the Asian Languages (also ASIAN 610)]

Fall. 4 credits. Prerequisite: LING 414-415 or permission of instructor. Not offered 2001-2002. Y. Shirai.

This course surveys the literature on the acquisition of Asian languages both in first and second language. We mainly focus on Japanese, Korean, Chinese (Mandarin/Cantonese), but other languages (Thai, Malay, Vietnamese, Burmese, Tagalog, etc.) may be dealt with, depending on faculty/student interest.]

[LING 616 Topics in Syntactic Theory]

Fall. 4 credits variable. Prerequisite: LING 304 or permission of instructor. M. Diesing.

An examination of recent developments in syntactic theory, including "minimalist" approaches to phrase structure, derivations/representations and the nature of economy conditions, and parametric differences.

[LING 617-618 Hittite]

617, fall; 618, spring. 4 credits each term. Prerequisites: for LING 617, permission of instructor; for LING 618, LING 617 or permission of instructor. Not offered 2001-2002. Staff.

An introduction to the cuneiform writing system and the grammar of Hittite, followed by the reading of selected texts.]

[LING 619 Rigveda]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002. C. Minkowski.

Reading and linguistic analysis of selected Vedic hymns.]

[LING 620 Comparative Grammar of Anatolian (also NES 623)]

Spring. 4 credits. Prerequisite: LING 617. M. Weiss.

Introduction to the historical phonology and morphology of the Anatolian languages. Knowledge of Hittite and Luvian recommended but not required.

[LING 621 Avestan and Old Persian (also NES 621)]

Fall. 4 credits. Prerequisite: a basic knowledge of Sanskrit forms and morphology syntax. Not offered 2001-2002. M. Weiss.

Linguistically-oriented readings of Old Persian and Avestan.]

[LING 623-624 Old Irish I, II]

623, fall; 624, spring. 4 credits each term. Prerequisite for LING 624: LING 623 or permission of instructor. Not offered 2001-2002. Staff.

An introduction to "classical" Old Irish for students with no previous experience with the language.]

[LING 625 Middle Welsh]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002. W. Harbert.

Students develop a reading knowledge of Middle Welsh through translating selections from prose and poetry. Emphasis is on the prose tales, including the Mabinogi. No familiarity with Welsh is assumed.]

[LING 627 Advanced Old Irish]

LING 629 Old Avestan (also NES 622)

Fall. 4 credits. Prerequisite: LING 621. M. Weiss.

Linguistically and philologically oriented reading of the Gathas of Zarathustra and the Yasna Haptanhaiti. Some knowledge of Sanskrit required.

[LING 631 Comparative Indo-European Linguistics]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002. Staff.

An introduction to the comparative grammar of the Indo-European languages.]

LING 633 Language Acquisition Seminar (also COGST 633 and HD 633)

Fall. 1-4 credits. Prerequisite: LING 436 or equivalent or permission of instructor. B. Lust.

This seminar reviews and critiques current theoretical and experimental studies of first-language acquisition, with a concentration on insights gained by cross-linguistic study of this area. Attention is also given to the development of research proposals.

[LING 635-636 Indo-European Workshop]

635, fall; 636, spring. 4 credits each term. Prerequisite: permission of instructor. Not offered 2001-2002. M. Weiss.

An assortment of subjects intended for students with previous training in Indo-European linguistics: problems in the reconstruction of Proto Indo-European, topics in the historical grammars of the various IE languages, reading and historical linguistic analysis of texts, and grammatical sketches of "minor" IE languages.]

[LING 643 Topics in Historical Germanic Phonology]

Spring. 4 credits. Prerequisite: LING 441. Not offered 2001-2002. W. Harbert.

The development of the sound system from Proto-Germanic to its daughter languages.]

[LING 644 Topics in Historical Germanic Syntax]

Fall. 4 credits. Prerequisite: LING 441. Not offered 2001-2002. W. Harbert.

A diachronic and comparative investigation of syntactic processes in the older Germanic languages.]

[LING 645 Gothic]

Spring. 4 credits. Prerequisite: LING 101. Offered alternate years. Not offered 2001-2002. W. Harbert.

Linguistic structure of Gothic, with extensive readings of Gothic texts.]

[LING 646 Old High German, Old Saxon (also GERST 658)]

Spring. 4 credits. Prerequisite: LING 101. Offered alternate years. Not offered 2001-2002. W. Harbert.

This course combines a survey of the linguistic history and structure of Old High German and Old Saxon with extensive readings from the major documents in which they are recorded. Reading knowledge of Modern German is highly recommended.]

[LING 648 Speech Synthesis by Rule]

Spring. 4 credits. Prerequisite: LING 301, 319, or permission of instructor. Offered alternate years. Not offered 2001-2002; next offered 2002-2003. S. Hertz.

Investigates the nature of the acoustic structure of speech synthesis, using speech as a tool for exploring this structure. A particular acoustic model is proposed, developed, and motivated by considering the relationship between phonological and acoustic structure, speech timing, phonetic universals, coarticulation, and speech perception. The primary tool for investigation will be the Delta System, a powerful software system for investigating phonology and phonetics through speech synthesis. The course is meant for graduate students and advanced undergraduate students in linguistics, but may also be of interest to students in psychology/psycholinguistics, computer science, and cognitive studies.]

[LING 649 Structure of Old English]

Spring. 4 credits. Prerequisite: LING 441. Offered alternate years. Not offered 2001-2002. W. Harbert.

Linguistic overview of Old English, with emphasis on phonology and syntax.]

[LING 653-654 Seminar in Southeast Asian Linguistics]

653, fall; 654, spring. 4 credits each term. Prerequisite: LING 303 or permission of instructor. LING 653 is not a prerequisite for 654. Not offered 2001-2002. J. Wolff. Languages of mainland Southeast Asia. Topics, chosen according to student interests, may include description, dialectology, typology, comparative reconstruction, and historical studies.]

[LING 655-656 Seminar in Austronesian Linguistics]

655, fall; 656, spring. 4 credits each term. Prerequisites: for LING 655, LING 101 and permission of instructor; for LING 656, LING 655. Not offered 2001-2002. J. Wolff. Descriptive and comparative studies of Malayo-Polynesian languages.]

[LING 659 Seminar in Vedic Philology (also ASIAN 659 and CLASS 659)]

Not offered 2001-2002. For description, see ASIAN 659.]

LING 661 Old Church Slavonic (also RUSSA 601)

Fall. 4 credits. Prerequisite: students must know a Slavic or Indo-European language. This course is prerequisite to LING 662 and LING 671. Offered alternate years. W. Browne.

Grammar and reading of basic texts.

LING 662 Old Russian Texts (also RUSSA 602)

Spring. 4 credits. Prerequisite: LING 661. Offered alternate years. W. Browne. Grammatical analysis and close reading of Old Russian texts.

LING 671-[672] Comparative Slavic Linguistics (also RUSSA 651-652)

671, fall; [672, spring]. 4 credits each term. Prerequisites: for LING 672, LING 661 taken previously or simultaneously or permission of instructor. Offered alternate years. W. Browne.

Sounds and forms of the Slavic languages and of prehistoric common Slavic; main historical developments leading to the modern languages.

LING 700 Seminar

Fall or spring, according to demand. Credit to be arranged.

Seminars are offered according to faculty interest and student demand. Topics in recent years have included subject and topic, Montague grammar, speech synthesis, lexicography, classical and autonomous phonology, Japanese sociolinguistics, relational grammar, semantics and semiotics, and others.

LING 701-702 Directed Research

701, fall; 702, spring. 1-4 credits. Hours to be arranged. Staff.

[LING 773-774 Proseminar in Cognitive Studies I, II (also COGST 773-774, COM S 773-774, PHIL 773-774, PSYCH 773-774)]

Fall: R grade; spring: S-U only. 4 credits. Not offered 2001-2002. Staff.

This year-long seminar is intended to provide graduate students with an interdisciplinary introduction to the study of knowledge, its representation, acquisition, and use.]

MATHEMATICS

www.math.cornell.edu

J. Smillie, chair; A. Back, G. Bailey, D. Barbasch, Y. Berest, L. Billera (DGS), K. Brown, K.-U. Bux, S. Chase, M. Cohen, J. Conant, R. Connelly, R. K. Dennis, M. Dindos, R. Durrett, E. Dynkin, C. Earle, J. Escobar, M. Fickus, L. Gross, J. Guckenheimer, A. Hatcher, D. Henderson, J. Hubbard, J. Hwang, Y. Ilyashenko, P. Kahn, H. Kesten, G. Lawler, V. Limic, R. Miller, I. Mitrea, M. Morley, A. Nerode, M. Nussbaum, I. Peeva, R. Platek, R. Ramakrishna, J. Ramirez, O. Rothaus, K. Rybnikov, L. Saloff-Coste, A. Schatz, J. Schweinsberg, S. Sen, R. A. Shore, R. Sjamaar, L. Smithline, A. Solomon, B. Speh (DUS), M. E. Stillman, R. Strichartz, E. Swartz, M. Terrell, R. Terrell, H. Tsai, W. Tucker, A. Vladimirovsky, K. Vogtmann, L. Wahlbin, B. H. West, J. West, M. Yakimov, (Emeritus: J. Bramble, R. Farrell, G. R. Livesay, L. E. Payne, A. Rosenberg, M. Sweedler)

Mathematics is the language of modern science; basic training in the discipline is essential for those who want to understand, as well as for those who want to take part in, the important scientific developments of our time. Acquaintance with mathematics is also extremely useful for students in the social sciences and valuable for anyone interested in the full range of human culture and the ways of knowing the universe in which we live.

The Department of Mathematics faculty has strong groups specializing in algebra, number theory, combinatorics, real and complex analysis, Lie groups, topology and geometry, logic, probability and statistics, mathematical physics, and applied mathematics. Related departments at Cornell have specialists in computer science, operations research, linear programming, and game theory, and courses in these topics can be integrated readily into the mathematics major.

The department offers a rich variety of undergraduate courses, and many of its beginning graduate courses are suitable for advanced undergraduates as well. Under some conditions, a student may carry out an independent reading and research project for

college credit under the supervision of a faculty member.

Members of the department are available to discuss with students the appropriate course for their levels of ability and interest, and students are urged to avail themselves of this help.

Students who want to take any of the courses numbered 300 or above are invited to confer, before registering, with the instructor concerned. The level of a course is indicated by the first digit of the course number: roughly, 1, 2, indicate underclass courses; 3, 4, upperclass courses; 5, professional level and mathematics education courses; 6, 7, graduate courses. The subject matter of courses is often indicated by the second digit: 0, general; 1, 2, analysis; 3, 4, algebra and combinatorics; 5, 6, topology and geometry; 7, probability and statistics; 8, logic; 9, other.

Midterm grades, when required, will be S or U only, except in special circumstances. In courses with numbers below 700, students will receive letter grades, with the exception of nonmathematics majors who have requested an S-U grade.

Advanced Placement

Secondary school students are strongly urged to take one of the two advanced placement examinations of the College Entrance Examination Board in their senior year. Freshmen who have had some calculus but who have not taken an advanced placement examination should take the placement examination in mathematics offered at Cornell just before the beginning of classes in the fall. It is most important that anyone with any knowledge of calculus carefully read "Advanced Placement," p. 6, 7.

The Major

The mathematics major adapts to a number of purposes. It can emphasize the theoretical or the applied. It can be appropriate for professionals and nonprofessionals alike, and can be broad or narrow. It can also be combined easily with serious study in another subject in the physical, biological, or social sciences by means of a double major and/or concentration. For example, a double major in mathematics and computer science is facilitated by the concentration in computer science (requirement 4, option b) described below. This concentration permits a student to use certain computer science courses to satisfy the requirements of both majors. Questions concerning the major should be brought to a departmental representative.

Prerequisites

The traditional prerequisites are MATH 221-222, 223-224, or 293-294. A unit on infinite series is required. Such a unit is offered in MATH 112, 122 and 192. Normally students will be admitted to the major only when they have grades of B- or better in all 200-level mathematics courses taken. Alternative prerequisites are MATH 213 and 231, normally with grades of B+ or better.

Requirements

There are five requirements for the major:

1. COM S 100. Students are urged to take this course before the end of their sophomore year.

2. Two courses in algebra. Eligible courses are MATH 336 or 436, 431 or 433, 332 or 432 or 434.
3. Two courses in analysis. Eligible courses are MATH 311, 321, 411 or 413, 414, 418, 420, 422, 423, 424, 425, 427, 428. (MATH 411 has been discontinued and replaced by MATH 311. Students may not receive credit for MATH 311 if they have received credit for MATH 411. MATH 423 will not be offered again.)
4. Further high-level mathematical courses. Any one of (a), (b), (c), (d), (e) below is sufficient. The five alternatives below do not exhaust the possibilities. A mathematics major interested in a concentration in a subject different from those below may develop a suitable individual program in consultation with his/her major adviser.
 - (a) Four additional Mathematics courses numbered 300 or above
 - (b) **Concentration in Computer Science:** Five additional courses from (i) and (ii) below, of which at least one is from (i) and three are from (ii)
 - (i) Mathematics courses numbered 300 or above
 - (ii) Computer Science courses numbered 300 or above
 - (c) **Concentration in Operations Research:** Five additional courses from (iii) and (iv) below, of which at least one is from (iii) and three are from (iv)
 - (iii) Mathematics courses numbered 300 or above
 - (iv) Courses in Operations Research and Industrial Engineering in which the primary focus involves mathematical techniques. Undergraduate courses include OR&IE 320-462 excluding OR&IE 350, 414, and 416. Many Operations Research graduate courses are also allowed. Students should consult with their advisers.
 - (d) **Concentration in Economics:** Five additional courses from (v), (vi), and (vii) below, as follows: one course from (v), three courses from (vi), and a fifth course from any of (v), (vi), or (vii). However, Mathematics 472 and Economics 319 cannot both be used to satisfy these requirements.
 - (v) Mathematics courses numbered 300 or above
 - (vi) Economics courses with significant mathematical content. Eligible courses are ECON 318, 319, 320, 416, 419, 450 (also ARME 450), 467, 609, 610, 613, 614, 619, 620, 717, 756.
 - (vii) Courses in Operations Research with significant mathematical content and dealing with material of interest in economics; e.g., OR&IE 320, 321, 432, 435, and the sequence 475-476. However, the student may, with the adviser's approval, select an OR&IE course that satisfies the basic

intent of the requirement but is not in this list.

(e) **Concentration in Mathematical**

Physics: Five additional courses from (viii) and (ix) below, of which at least one is from (viii) and three are from (ix).

(viii) Mathematics courses at the highest undergraduate level in analysis, geometry, algebra and combinatorics, probability and statistics, and mathematical logic. Eligible courses are MATH 401, 411 or 413, 414, 420, 418 or 422, 423, 424, 425, 427, 428, 431 or 433, 432 or 434, 436, 441, 442, 451, 452, 453, 454, 455, 471, 472, 474, 481, 482, 483, 486. (MATH 411 and 423 will not be offered again.)

(ix) Physics courses that make significant use of advanced mathematics. Eligible courses are PHYS 316, 317, 318, 327, 341, 443, 444, 454, 455, 480.

5. One course dealing with mathematical models. Any course from outside mathematics with serious mathematical content and dealing with scientific matters. *This course cannot be used to satisfy any of the other requirements for the major.* Serious mathematical content includes, but is not limited to, extensive use of calculus or linear algebra. Even if the Physics concentration has been selected, PHYS 116, 208, 213, or 217 may be used to satisfy the modeling requirement, but no other 100-level Physics course, nor PHYS 207 or 209 may be used. COM S 211 satisfies the modeling requirement provided the Computer Science concentration has **not** been selected. Any course from another department that would satisfy one of the concentrations requirements may be used to fulfill the modeling requirement, provided the course is not also used to fulfill the concentration requirement. Some courses in biology, chemistry and other fields can fulfill the modeling requirement. Students should consult with their advisers.

A course may be counted toward the mathematics major only if a grade of C- or better is received for that course.

Major advisers can alter these requirements upon request from an advisee, provided the intent of the requirements is met.

Honors Program

The Department of Mathematics awards honors (cum laude) and high honors (magna cum laude and summa cum laude) to graduating mathematics majors who have demonstrated outstanding ability in the major program.

The awards are determined by the Mathematics Major Committee in the latter part of the semester prior to graduation. Normally, one requirement for honors is participation in the Honors Seminar (Math 401) for one semester, or independent study at a high performance level. The committee will also be looking for excellent performance in mathematics courses, particularly in challenging courses at the 400 level or beyond. Students interested in honors

should consult their major advisers concerning suitable courses.

To be considered for high honors, a student usually will be expected to write a Senior Thesis and present it orally. This project is carried out during the senior year under the supervision of a member of the Mathematics Department faculty. Students interested in high honors should consult their major advisers and the chair of the department's Mathematics Major Committee during the second semester of their junior year.

Teacher Education in Mathematics

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. TEAMS (Teacher Education in Agriculture, Mathematics, and Science) is a university program jointly conducted by the departments of Education and Mathematics. Most TEAMS students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates. Students completing the graduate program will earn the master's degree required for permanent certification in New York and most other states.

Mathematics students in TEAMS must complete all the requirements for a mathematics major (or its equivalent) including MATH 403, 408, 451, 507, and a probability/statistics course. There are a number of education courses required including EDUC 402, 403, 601, 602, 644 plus 2-3 additional courses. Some of the required courses will be taken in the graduate fifth year.

For more information, contact the TEAMS Student Support Specialist at 255-9255 or Avery Solomon (Mathematics, aps5@cornell.edu), or David Henderson (Mathematics, dwh2@cornell.edu).

Studying Mathematics Outside the Major

The College of Arts and Sciences and the Department of Mathematics offer no minor in mathematics; however, some other scientific departments in the college offer, within their own majors, concentrations in mathematics and mathematics-related fields. A student interested in such a concentration should consult the Director of Undergraduate Studies of his/her major department.

The Engineering College offers a minor in applied mathematics that is open to any undergraduate in that college. The minor is sponsored jointly by the Department of Mathematics and the Department of Theoretical and Applied Mechanics, and is administered by the latter department. Engineering students interested in this minor should contact Professor Richard Rand of the Department of Theoretical and Applied Mechanics (255-7145; rhr2@cornell.edu). Information about the minor is also available at www.math.cornell.edu.

The Mathematics Department welcomes into its upper-level courses students from all colleges, schools, and departments at Cornell. In particular, undergraduates who wish to pursue serious study of mathematics, whether within or to complement their own major fields, are encouraged to consult with the

department. The department's Director of Undergraduate Studies and other faculty can provide assistance in selecting appropriate areas of study and individual courses.

Distribution Requirement

The mathematics courses that can be used to satisfy the Group II (Quantitative and Formal Reasoning) part of the Arts College distribution requirements are indicated by the symbol "(II)" next to the title of the course.

Basic Sequences

Precalculus

Description	Courses
1) Algebra and trigonometry to prepare students for calculus	MATH 109* or EDUC 005*
2) Algebra, analytic geometry, elements of calculus	EDUC 115**

*MATH 109 and EDUC 005 do not carry credit for graduation.

**Students who want a second semester of mathematics after EDUC 115 may take MATH 105 or, if they need more calculus, MATH 106 or 111.

Calculus

Description	Mathematics Courses
1) Standard three-semester sequence for students who do not expect to take advanced courses in mathematics	111-112-213
2) Calculus for engineers (also taken by some physical science majors)	190/191-192-293-294
3) Prospective mathematics majors and others who expect to take advanced courses in mathematics: many sequences are possible. For example, 111-112-221-222; or 121-122-221-222; or 121-122-223-224; or the engineering sequence 190/191-192-293-294; or a mix of the above. There is no specifically "approved" basic sequence for mathematics majors. Students should consult with their advisers for each individual case.	

MATH 190 or 191 may be substituted for 111 in sequences 1 and 3. Sequences 2 and 3 are two-year sequences that include some linear algebra.

Students who take sequence 1 may learn some linear algebra by taking Mathematics 231. A student whose performance in 112 is excellent may switch to sequence 3 and take 221.

Special-Purpose Sequences

Description	Mathematics Courses
1) Finite mathematics and calculus for life and social science majors	105-106
2) Other possible finite mathematics and calculus sequence	105-111
3) Calculus and statistics sequences	106-171 111-171

Students who want to take two semesters of calculus are advised to take the first two

semesters of one of the three calculus sequences. Students with excellent performance in MATH 106 may follow that course with MATH 112 or 122. The courses in each of the calculus and statistics sequences may be taken in either order, since no calculus background is required for MATH 171. Each of the sequences listed here satisfies the mathematics requirement for most medical schools.

Switching between calculus sequences is often difficult, especially at the 200 level. Students should not attempt such a switch without consulting the Director of Undergraduate Studies.

Courses with Overlapping Content

Because the department offers many courses with overlapping content, students must choose their courses carefully to ensure that they will receive credit for each course they take. Listed below are groups of courses with similar content. Students will receive credit for only one of the courses in each group.

106, 111, 121, 190, 191
112, 122, 192
213, 222, 224, 293
221, 223, 231, 294
311 and 411
332 and 432
336 and 436
411 and 413
431 and 433
432 and 434

Fees

In some courses there may be a small fee for computer lab use or for photocopying materials to be handed out to students.

Summer Courses

A list of mathematics courses usually offered every summer can be found in the School of Continuing Education and Summer Sessions section of this catalog. Students interested in taking summer courses in mathematics should consult the Mathematics Department (255-4013). A tentative summer listing may be available as early as October.

Undergraduate Course Offerings

Please visit www.math.cornell.edu for further information and up-to-the-minute corrections.

Foundation courses: 105, 106, 109, 111, 112, 121, 122, 190, 191, 192, 213, 221, 222, 223, 224, 231, 293, 294

Mathematics Education: 408, 451

History of Mathematics: 403

General and Liberal Arts Courses: 103, 171, 401, 402, 408

Analysis: 311, 411, 413, 414, 418

Algebra and Number Theory: 332, 336, 431, 432, 433, 434, 436

Combinatorics: 441, 442

Geometry and Topology: 356, 451, 452, 453, 454, 455

Probability and Statistics: 171, 471, 472

Mathematical Logic: 281, 384, 481, 482, 483, 486

Applied Analysis and Differential Equations: 321, 420, 422, 423, 424, 425, 427, 428

MATH 103 Mathematical Explorations (II)

Fall, spring. 3 credits. This course may be used to satisfy the distribution requirement in mathematics.

This course is for students who wish to experience how mathematical ideas naturally evolve. The homework consists of the students actively investigating mathematical ideas. The course emphasizes ideas and imagination as opposed to techniques and calculations. Topics vary depending on the instructor and are announced (www.math.cornell.edu) several weeks before the semester begins. Some assessment is done through writing assignments.

MATH 105 Finite Mathematics for the Life and Social Sciences (II)

Fall, 3 credits. Prerequisite: 3 years of high school mathematics, including trigonometry and logarithms.

Course topics include: mathematical modeling, sets, functions, and graphing; transformations to linearize data (including use of log and semi-log paper); probability (with some applications to genetics); and matrices, systems of linear equations, and Markov chains. Examples from biology and the social sciences are used.

MATH 106 Calculus for the Life and Social Sciences (II)

Spring. 3 credits. Prerequisite: readiness for calculus, such as can be obtained from 3 years of high school mathematics (including trigonometry and logarithms) or any of the following Cornell courses: MATH 105, MATH 109, or EDUC 115. MATH 111, rather than 106, is recommended for those planning to take 112.*

Course serves as an introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology and the social sciences are used.

MATH 109 Precalculus Mathematics

Summer. 3 transcript credits only; cannot be used toward graduation.

This course is designed to prepare students for MATH 111. Algebra, trigonometry, logarithms, and exponentials are reviewed.

MATH 111-112 Calculus

Calculus is the study of functions and processes from the point of view of how they are changing. What can we know of a function from the rate at which it changes? What is the cumulative effect of infinitely many infinitesimal changes? MATH 111 and 112 aim to provide, to students with little or no prior exposure to calculus, the knowledge that calculus is *useful*, in that its applications to the physical, biological, and social sciences have shaped our world, and *beautiful*, in that it represents a breathtaking attempt of the human mind to capture the infinitely large and the infinitely small. These courses seek to provide basic understanding, technical skills, and sample applications in various fields for the very broad range of students who take them. Topics are studied (as appropriate) by analytic, numerical, and graphical methods. These courses sometimes offer one or more sections with small-group projects. (See the Supplement to the Course and Room Roster.)

MATH 111 Calculus (II)

Fall, spring. 4 credits. Prerequisite: MATH 109 or 3 years of high school mathematics, including trigonometry and logarithms.*

Course topics include: functions and graphs, limits and continuity, differentiation and integration of algebraic, trigonometric, inverse trig, logarithmic, and exponential functions; applications of differentiation, including graphing, max-min problems, tangent line approximation, implicit differentiation, and applications to the sciences; the mean value theorem; and antiderivatives, definite and indefinite integrals, the fundamental theorem of calculus, substitution in integration, the area under a curve. Graphing calculators are used, and their pitfalls are discussed, as applicable to the above topics.

MATH 111 can serve as a one-semester introduction to calculus or as part of a two-semester sequence in which it is followed by MATH 112 or 122.

MATH 112 Calculus (II)

Fall, spring. 4 credits. Prerequisite: MATH 111 with a grade of C or better or excellent performance in MATH 106. Those who do well in MATH 111 and expect to major in mathematics or a strongly mathematics-related field should take 122 instead of 112.*

Course focus is on integration: applications, including volumes and arc length; techniques of integration, approximate integration with error estimates, improper integrals, differential equations (separation of variables, initial conditions, systems, some applications). Also covered are infinite sequences and series: definition and tests for convergence, power series, Taylor series with remainder, and parametric equations.

MATH 121 Honors Calculus (II)

Fall. 4 credits. Prerequisite: 3 years of high school mathematics with average grade of A- or better, or permission of the department.*

This is a first-semester course in calculus intended for students who have been quite successful in their previous mathematics courses. The syllabus for the course is quite similar to that of MATH 111; however, the approach is more theoretical and the material is covered in greater depth.

MATH 122 Honors Calculus (II)

Fall, spring. 4 credits. Prerequisite: 1 semester of calculus with a high performance or permission of the department. Students planning to continue with MATH 213 are advised to take 112 instead of this course.*

Topics covered include: differentiation and integration of elementary transcendental functions, techniques of integration, applications, polar coordinates, infinite series, and complex numbers, as well as an introduction to proving theorems. The approach is more theoretical than in MATH 112.

MATH 171 Statistical Theory and Application in the Real World (II)

Fall, spring. 4 credits. Prerequisite: high school mathematics.

This introductory statistics course discusses techniques for analyzing data occurring in the real world and the mathematical and philosophical justification for these tech-

*See the list of courses with overlapping content at the end of the introduction.

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niques. Topics include: population and sample distributions, central limit theorem, statistical theories of point estimation, confidence intervals, testing hypotheses, the linear model, and the least squares estimator. The course concludes with a discussion of tests and estimates for regression and analysis of variance (if time permits). The computer is used to demonstrate some aspects of the theory, such as sampling distributions and the Central Limit Theorem. In the lab portion of the course, students learn and use computer-based methods for implementing the statistical methodology presented in the lectures. (No previous familiarity with computers is presumed.)

MATH 190 Calculus for Engineers (II)

Fall, 4 credits. Prerequisite: 3 years of high school mathematics, including trigonometry and logarithms.*

Course topics include: plane analytic geometry, differential and integral calculus, and applications. This course is restricted to engineering students who have had no previous successful experience with calculus. Students who have had such experience but wish a first-semester calculus course should take MATH 191.

MATH 191 Calculus for Engineers (II)

Fall, spring, 4 credits. Prerequisite: 3 years of high school mathematics including trigonometry and logarithms, plus some knowledge of calculus.*

Course topics include: plane analytic geometry, differential and integral calculus, and applications. MATH 191 covers essentially the same topics as 190, but is designed for students with some previous successful experience with calculus.

MATH 192 Calculus for Engineers (II)

Fall, spring, 4 credits. Prerequisite: MATH 190 or 191.*

Course topics include: polar coordinates, infinite series, and power series. Also covered are: vectors and calculus of functions of several variables through double and triple integrals.

MATH 213 Calculus (II)

Fall, spring, 4 credits. Prerequisite: MATH 112, 122, or 192.*

Course topics include: vectors and vector-valued functions; multivariable and vector calculus including multiple and line integrals; first- and second-order differential equations with applications; systems of differential equations; and elementary partial differential equations. This course is designed for students who wish to master the basic techniques of calculus, but whose major will not require a substantial amount of mathematics. The course may emphasize different topics in the syllabus in different semesters.

MATH 221 Linear Algebra and Calculus (II)

Fall, spring, 4 credits. Prerequisite: 2 semesters of calculus with high performance or permission of the department.*

Course covers linear algebra and differential equations. Topics include: vector algebra, linear transformations, matrices, and linear differential equations, as well as an introduction to proving theorems. This course is especially recommended for students who plan to major in mathematics or in a strongly related field.

MATH 222 Calculus (II)

Fall, spring, 4 credits. Prerequisite: MATH 221.*

Course topics include: multivariable and vector differential and integral calculus, including multiple, line, and surface integrals. This course is especially recommended for students who plan to major in mathematics or in a strongly related field.

MATH 223 Honors Linear Algebra and Calculus (II)

Fall, 4 credits. Prerequisite: 2 semesters of calculus with a grade of A- or better, or permission of instructor.*

Course topics include: vectors, matrices, and linear transformations; differential calculus of functions of several variables; inverse and implicit function theorems; quadratic forms, extrema, and manifolds; multiple and iterated integrals. MATH 223-224 provides an integrated treatment of linear algebra and multivariable calculus designed for students who have been highly successful in their previous calculus courses.

MATH 224 Honors Linear Algebra and Calculus (II)

Spring, 4 credits. Prerequisite: MATH 223.*

Course topics include: vector fields; line integrals; differential forms and exterior derivative; work, flux, and density forms; integration of forms over parametrized domains; and Green's, Stoke's, and divergence theorems.

MATH 231 Linear Algebra (II)

Spring, 3 credits. Prerequisite: MATH 111 or equivalent.*

Course topics include: vectors, matrices, and linear transformations, affine and Euclidean spaces, transformation of matrices, and eigenvalues.

MATH 281 Deductive Logic (also PHIL 331) (II)

Fall, 4 credits.

For description, see PHIL 331.

MATH 293 Engineering Mathematics (II)

Fall, spring, 4 credits. Prerequisite: MATH 192.*

Course topics include: vector fields and vector calculus; complex numbers; introduction to ordinary and partial differential equations; and Fourier series and boundary value problems. May include computer use in problem solving.

MATH 294 Engineering Mathematics (II)

Fall, spring, 4 credits. Prerequisite: MATH 192.*

Course topics include: matrix theory and linear algebra, inner product spaces; and systems of linear ordinary differential equations. May include computer use in solving problems.

MATH 311 Introduction to Analysis (II)

Spring, 4 credits. Prerequisites: MATH 221-222 or 293-294.

Provides a transition from calculus to real analysis. Topics include: rigorous treatment of fundamental concepts in calculus: including limits and convergence of sequences and series, compact sets; continuity, uniform continuity and differentiability of functions. Emphasis will be placed upon understanding and constructing mathematical proofs.

MATH 321 Manifolds and Differential Forms (II)

Fall, 4 credits. Prerequisites: multivariable calculus and linear algebra as taught in MATH 221-222 or 293-294.

Topics for this course include: differential forms, exterior derivative, implicit function theorem, manifolds, orientation, boundaries, integration of forms, generalized Stokes' theorem, Hodge star operator, Laplace operator, basics of de Rham cohomology. We reexamine the integral theorems of vector calculus (Green, Gauss, and Stokes) in the light of the exterior differential calculus and apply differential forms to problems in partial differential equations, fluid mechanics and electromagnetism.

MATH 332 Algebra and Number Theory (II)

Fall, 4 credits. Prerequisite: MATH 221, 223, 231 or 294.*

Course covers various topics from number theory and modern algebra, usually including most of the following: Primes and factorization, Diophantine equations, congruences, quadratic reciprocity, continued fractions, rings and fields, finite groups, and an introduction to the arithmetic of the Gaussian integers and quadratic fields. Motivation and examples for the concepts of abstract algebra are derived primarily from number theory and geometry.

MATH 336 Applicable Algebra (II)

Spring, 4 credits. Prerequisite: MATH 221, 223, 231 or 294.*

An introduction to the concepts and methods of abstract algebra and number theory that are of interest in applications. Covers: basic theory of groups, rings and fields and their applications to such areas as public-key cryptography, error-correcting codes, parallel computing, and experimental designs. Also covers: elementary number theory, Euclidean algorithm, prime factorization, congruences, theorems of Fermat and Euler, elementary group theory, Chinese remainder theorem, factorization in the ring of polynomials, and classification of finite fields. Applications include the RSA cryptosystem and use of finite fields to construct error-correcting codes and Latin squares.

MATH 356 Groups and Geometry (II)

Spring, 4 credits. Prerequisite: MATH 221, 223, 231 or 294.

Groups were introduced in the nineteenth century as the set of symmetries of an algebraic or geometric object, and this viewpoint is a central one in modern Mathematics. This course studies the geometry of the planes and of patterns in the plane in terms of the group of symmetries ("isometries") of the plane. Prior knowledge of groups is not a prerequisite. One aim is to give students experience in modern algebra and geometry (including the geometry of complex numbers) and a sense of the unity of mathematics before they take the 400-level courses. Special care is given to initiate the student into the writing of proofs and the language of mathematics. Topics include: symmetries; groups of transformations; subgroups and cosets; homomorphisms and isomorphisms; orbits and fixed points; Frieze groups, wallpaper groups ("2-dimensional crystallographic groups"); and the associated tessellations of the Euclidean plane.

*See the list of courses with overlapping content at the end of the introduction.

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MATH 384 Foundations of Mathematics (also PHIL 434) (II)

Fall. 4 credits. Prerequisite: 1 course in logic or permission of instructor. For description, see PHIL 434.

MATH 401 Honors Seminar: Topics in Modern Mathematics (II)

Spring. 4 credits. Prerequisite: 2 courses in mathematics numbered 300 or higher or permission of instructor.

This course is a participatory seminar primarily aimed at introducing senior and junior mathematics majors to some of the challenging problems and areas of modern mathematics. The seminar helps students develop research and expository skills in mathematics, which is important for careers in any field that makes significant use of the mathematical sciences (i.e., pure or applied mathematics, physical or biological sciences, business and industry, medicine). The content varies from year to year.

MATH 402 Smorgasbord Seminar

Fall. 1 credit. Prerequisite: 2 courses in mathematics numbered 300 or higher. S-U only. Recommended for mathematics majors. A student may only receive credit for this course once.

A lecture series by members of the Mathematics Department about current research topics, to give students a little taste of many different areas in mathematics. This course is valuable for students looking for a topic for a senior thesis and for students thinking about graduate work in the mathematical sciences.

MATH 403 History of Mathematics # (II)

Spring. 4 credits. Prerequisite: 2 courses in mathematics above 300, or permission of instructor.

Survey of the development of mathematics from antiquity to the present, with an emphasis on the achievements, problems, and mathematical viewpoints of each historical period and the evolution of such basic concepts as number, geometry, construction, and proof. Readings from original sources in translation. Students are required to give oral and written reports.

[MATH 408 Mathematics in Perspective (II)]

Spring. 4 credits. Prerequisite: consent of instructor. Not offered 2001–2002.

The purpose of this course is for students to step back and form an overview of the mathematics they have learned. The course is intended for junior and senior mathematics majors and other undergraduates with strong backgrounds in mathematics.]

[MATH 411 Introduction to Analysis (II)]

4 credits. Prerequisite: MATH 221–222, 223–224 or 293–294. Students who need measure theory and Lebesgue integration for advanced probability courses should take MATH 413–414 or audit the first few weeks of MATH 621. Undergraduates who plan to attend graduate school in mathematics should take 413–414.* Will not be offered again.

An introduction to the theory of functions of real variables, stressing concepts and a logical development of the subject rather than applications. Topics include: Euclidean spaces, the real number system, continuous and differentiable functions, uniform convergence

and approximation theorems, and the Riemann integral. Students who wish to continue study of theoretical analysis upon completion of MATH 411 may take, for example, MATH 418.]

MATH 413–414 Honors Introduction to Analysis (II)

413, fall; 414, spring. 4 credits each. Prerequisite for 413: a high level of performance in MATH 221–222, 223–224 or 293–294. Prerequisite for MATH 414: MATH 413.*

This sequence, designed for honors students, provides an introduction to the theory of functions of real variables, stressing a rigorous logical development of the subject rather than applications. Topics include: metric spaces, the real number system, continuous and differentiable functions, uniform convergence and approximation theorems, Fourier series, Riemann and Lebesgue integrals, calculus in several variables, and differential forms.

MATH 418 Introduction to the Theory of Functions of One Complex Variable (II)

Spring. 4 credits. Prerequisite: MATH 223–224, 311, 411 or 413 or permission of instructor.

A theoretical and rigorous introduction to complex variable theory. Topics include: complex numbers, differential and integral calculus for functions of a complex variable including Cauchy's theorem and the calculus of residues, elements of conformal mapping. Students interested in the applications of complex analysis should consider MATH 422.

MATH 420 Differential Equations and Dynamical Systems (II)

Fall, spring. 4 credits. Prerequisite: high level of performance in MATH 293–294, 221–222, 223–224, or permission of instructor.

Course covers ordinary differential equations in one and higher dimensions: qualitative, analytic, and numerical methods. Emphasis is on differential equations as models and the implications of the theory for the behavior of the system being modeled and includes an introduction to bifurcations.

MATH 422 Applied Complex Analysis (II)

Spring. 4 credits. Prerequisite: MATH 221–222, 223–224, 293–294, or 213 and 231.

Course covers complex variables, Fourier transforms, Laplace transforms and applications to partial differential equations. Additional topics may include an introduction to generalized functions.

[MATH 423 Applicable Analysis III (II)]

4 credits. Will not be offered again.]

MATH 424 Wavelets and Fourier Series (II)

Spring. 4 credits. Prerequisite: MATH 221–222, 223–224, 293–294, or permission of instructor.

Both Fourier series and wavelets provide methods to represent or approximate general functions in terms of simple building blocks. Such representations have important consequences, both for pure mathematics and for applications. Fourier series use *natural* sinusoidal building blocks and may be used to help solve differential equations. Wavelets use *artificial* building blocks that have the

advantage of localization in space. A full understanding of both topics requires a background involving Lebesgue integration theory and functional analysis. This course presents as much as possible on both topics without such formidable prerequisites. The emphasis is on clear statements of results and key ideas of proofs, working out examples, and applications. Related topics that may be included in the course: Fourier transforms, Heisenberg uncertainty principle, Shannon sampling theorem, and Poisson summation formula.

[MATH 425 Numerical Solutions of Differential Equations (II)]

Spring. 4 credits. Prerequisite: MATH 221–222, 223–224, or 293–294 and one course numbered 300 or higher in mathematics, or permission of instructor. Generally offered every two years. Not offered 2001–2002.

Course covers methods and basic theory for the numerical solution of ordinary and partial differential equations. Topics include: linear multistep methods, Runge-Kutta methods, and the problem of stiffness for ordinary differential equations. Also covers: finite difference methods and Galerkin finite element methods for partial differential equations. Homework involves use of a computer.]

MATH 427 Introduction to Ordinary Differential Equations (II)

Spring. 4 credits. Prerequisite: MATH 221–222, 223–224, or 293–294 or permission of instructor.

Covers the basic existence, uniqueness, and stability theory together with methods of solution and methods of approximation. Topics include: singular points, series solutions, Sturm-Liouville theory, transform methods, approximation methods, and application to physical problems.

MATH 428 Introduction to Partial Differential Equations (II)

Fall. 4 credits. Prerequisite: MATH 221–222, 223–224, or 293–294 or permission of instructor.

Topics selected from first-order quasilinear equations, classification of second-order equations, with emphasis on maximum principles, existence, uniqueness, stability, Fourier series methods, approximation methods.

MATH 431–432 Introduction to Algebra (II)

431, fall; 432, spring. 4 credits each. Prerequisite: MATH 221, 223, 231, or 294. Prerequisite for MATH 432: MATH 431 or 433, or permission of instructor. Undergraduates who plan to attend graduate school in mathematics should take 433–434.*

431: An introduction to linear algebra, including: the study of vector spaces, linear transformations, matrices, and systems of linear equations; quadratic forms and inner product spaces; canonical forms for various classes of matrices and linear transformations; and determinants. 432: An introduction to various topics in abstract algebra, including: groups, rings, fields, factorization of polynomials and integers, congruences, and the structure of finitely generated modules over Euclidean domains with application to canonical forms of matrices.

*See the list of courses with overlapping content at the end of the introduction.

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MATH 433-434 Honors Introduction to Algebra (II)

433, fall; 434, spring. 4 credits each.

Prerequisite: a high level of performance in MATH 221, 223, 231, or 294. Prerequisite for MATH 434: MATH 433 or permission of instructor.*

Honors version of MATH 431-432. MATH 433-434 is more theoretical and rigorous than 431-432 and includes additional material such as multilinear and exterior algebra.

[MATH 436 Applications of Abstract Algebra (II)]

Spring. 4 credits. Prerequisites: Linear algebra (MATH 221, 223, 231, or 294 or higher). Familiarity with elementary algebra or number theory such as MATH 332 would also be helpful.* Not offered 2001-2002.

The course is intended for students who would like to learn modern algebra and its applications outside of mathematics. There is at least as much emphasis on applications as the relevant modern algebra. Frequently the applications involve or were made possible by the advent of computers. Students who already know the modern algebra covered in the course may still find the applications of interest. Specific topics are chosen by the instructor. The algebra typically includes items drawn from: elementary number theory, polynomials and ring theory, monoids and group theory, real closed fields, algebraic combinatorics, Groebner bases, algebraic geometry, and field theory. The applications and related topics typically include items drawn from: complexity theory, coding theory, encryption, discrete and fast Fourier transform, primality testing, factoring integers and polynomials, root counting and isolation, solving systems of polynomial equations, formal language theory, and automata.

MATH 336 and 436 may overlap in choice of material. Where they overlap, the coverage in MATH 436 is of greater depth appropriate to a 400-level course. Students cannot get credit for both MATH 336 and MATH 436.]

MATH 441 Introduction to Combinatorics (II)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294. Generally offered every two years.

Course covers enumerative combinatorics: permutation enumeration, Stirling and Bell numbers, generating functions, exponential formula, Lagrange inversion, recurrences, basic asymptotic methods, rational generating functions. Also covers basic graph theory: trees and Cayley's theorem, chromatic polynomial, eigenvalues and their application. Also considers matching theory: equivalences, marriage theorem, flow problems, totally unimodular matrices. Also considers Polya theory: action of a group on a set, Burnside lemma, DeBruijn's method, applications to graphical enumeration and algorithms.

[MATH 442 Introduction to Combinatorics (II)]

Spring. 4 credits. Prerequisite: MATH 221, 223, 231, or 294. Generally offered every two years. Not offered 2001-2002.

Course topics include: Sieves and Mobius Inversion: inclusion/exclusion and its application to enumeration and number theory; partially ordered sets, abstract Mobius

inversion, rudiments of lattice theory; matroids and combinatorial geometry: rank function, circuits, bases, application to graph theory and geometry; combinatorial design: Fisher's inequality, Latin squares, Hadamard matrices, Wilson's theorem on t-designs, application to statistical design; nonconstructive methods: Ramsey's theorem, Lovasz's local lemma, random graphs, application to coding theory; and extremal set theory: Sperner's lemma, Kruskal-Katona and Erdős-Ko-Rado theorems.]

MATH 451 Euclidean and Spherical Geometry (II)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294, or permission of instructor.

Covers topics from Euclidean and spherical (non-Euclidean) geometry. A nonlecture, seminar-style course organized around student participation.

MATH 452 Classical Geometries (II)

Spring. 4 credits. Prerequisite: MATH 221, 223, 231, or 294, or permission of instructor.

This is an introduction to hyperbolic, spherical, and projective geometry—the classical geometries that developed as Euclidean geometry was better understood. For example, the historical problem of the independence of Euclid's fifth postulate is understood when the existence of the hyperbolic plane is realized. Straightedge (and compass) constructions and stereographic projection in Euclidean geometry can be understood within the structure of projective geometry. Topics in hyperbolic geometry include: models of the hyperbolic plane and relations to spherical geometry. Topics in projective geometry include: homogeneous coordinates and the classical theorems about conics and configurations of points and lines. Optional topics include: principles of perspective drawing, finite projective planes, orthogonal Latin squares, and the cross ratio.

MATH 453 Introduction to Topology (II)

Fall. 4 credits. Prerequisite: MATH 411 or 413, or permission of instructor.

Course covers basic point set topology, connectedness, compactness, metric spaces, fundamental group. Application of these concepts to surfaces such as the torus, the Klein bottle, and the Moebius band.

MATH 454 Introduction to Differential Geometry (II)

Spring. 4 credits. Prerequisites: MATH 221-222, 223-224, or 293-294, plus at least one mathematics course numbered 300 or above. MATH 453 is not a prerequisite.

Course covers differential geometry of curves and surfaces. Also covers curvature, geodesics, and differential forms. Serves as an introduction to n-dimensional Riemannian manifolds. This material provides some background for the study of general relativity; connections with the latter are indicated.

MATH 455 Applicable Geometry (II)

Fall. 4 credits. Prerequisite: a good introduction to linear algebra (such as in MATH 221, 223, 231, or 294) or permission of the instructor. It is not assumed that students know what any of the words in the following description mean. Generally offered every two years.

An introduction to the theory of n-dimensional convex polytopes and polyhedra and some of its applications, with an in-depth treatment of the case of 3-dimensions. We discuss both

combinatorial properties (such as face counts) as well as metric properties (such as rigidity). Covers theorems of Euler, Cauchy, and Steinitz, Voronoi diagrams and triangulations, convex hulls, cyclic polytopes, shellability and the upper-bound theorem. We relate these ideas to applications in tiling, linear inequalities and linear programming, structural rigidity, computational geometry, hyperplane arrangements and zonotopes.

MATH 471 Basic Probability (II)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294. May be used as a terminal course in basic probability.

Topics include: combinations, important probability laws, expectations, moments, moment-generating functions, limit theorems. Emphasis is on diverse applications and on development of use in statistical applications. See also the description of MATH 671.

MATH 472 Statistics (II)

Spring. 4 credits. Prerequisites: MATH 471 and knowledge of linear algebra such as taught in MATH 221. Some knowledge of multivariable calculus helpful but not necessary.

Classical and recently developed statistical procedures are discussed in a framework that emphasizes the basic principles of statistical inference and the rationale underlying the choice of these procedures in various settings. These settings include problems of estimation, hypothesis testing, and large sample theory.

[MATH 481 Mathematical Logic (also PHIL 431) (II)]

Spring. 4 credits. Generally offered every two years. Not offered 2001-2002.

Course covers: propositional and predicate logic; classical proof procedures; completeness and compactness; decidability and undecidability; the Godel incompleteness theorem; and elements of set theory.]

[MATH 482 Topics in Logic (also PHIL 432) (II)]

Spring. 4 credits. Prerequisite: 1 logic course from the Mathematics Department at the 200 level or higher, 1 logic course from the Philosophy Department at the 300 level or higher, or permission of the instructor. Not offered 2001-2002.

For description, see PHIL 432.]

MATH 483 Intensional Logic (also PHIL 436) (II)

Spring. 4 credits. Prerequisite: 1 logic course at the 200 level or higher from the Philosophy Department or the Mathematics Department, or permission of instructor.

For description, see PHIL 436.

MATH 486 Applied Logic (also COM S 486) (II)

Spring. 4 credits. Prerequisites: MATH 221-222, 223-224, or 293-294; COM S 280 or equivalent (such as MATH 332, 336, 432, 434, 436, or 481); and some additional course in mathematics or theoretical computer science.

Course covers: propositional and predicate logic; compactness and completeness by tableaux, natural deduction, and resolution. Other possible topics include: equational logic; Herbrand Universes and unification; rewrite rules and equational logic, Knuth-Bendix method and the congruence-closure algorithm and lambda-calculus reduction strategies; topics in Prolog, LISP, ML, or Nuprl; and applications to expert systems and program verification.

*See the list of courses with overlapping content at the end of the introduction.

MATH 490 Supervised Reading and Research

Fall, spring. 1–6 credits.
Supervised reading and research by arrangement with individual professors. Not for material currently available in regularly scheduled courses.

Professional Level and Mathematics Education Courses

MATH 500 College Teaching

Fall, weeks 1–6. 1 credit.
Among the topics covered: basic topics about teaching, such as how to plan recitations, how to prepare lesson plans for lectures, exam design and grading, syllabus planning. Also discussed: the structure of colleges and universities, jobs and tenure, professionalism, alternative teaching strategies.

[MATH 503 History of Modern Mathematics]

Spring. 4 credits. Prerequisites: undergraduate algebra and analysis. Generally offered every two years. Not offered 2001–2002.

Topics in the history of modern mathematics at the level of F. Klein's *Evolution of Mathematics in the 19th Century*, J. Dieudonné's *Abrege D'Histoire Des Mathematiques 1700–1900*, and G. Birkhoff's *Source Book of Classical Analysis*.]

MATH 505 Educational Issues in Undergraduate Mathematics

Spring. 4 credits. Prerequisite: graduate standing or permission of the instructor. Generally offered every two years.
This course examines various educational issues in undergraduate mathematics and the relationship of these issues to the mathematics itself. The precise choice of topics varies, but the intent is that a balance of different views be presented and discussed. There are extensive readings in the course and occasional guest lectures. Possible topics include: nature of proof and how and when to teach it, calculus “reform,” teaching mathematics to school teachers, using writing, using history, alternative assessments, alternatives to lecturing, equity issues, effective uses of technology, what is mathematical understanding and how do we recognize it, what should every mathematics major know, and research in undergraduate mathematics.

MATH 507 Teaching Secondary Mathematics: Theory and Practices

Spring. 4 credits.
This course provides direct experience of new approaches, curricula and standards in mathematics education. Discussion of articles, activities for the secondary classroom and videotape of classroom teaching is tied to in-class exploration of math problems. Experience in the computer lab, examining software environments and their use in the mathematics classroom is included. Participants are expected to write short papers, share ideas in class and present their opinions on issues.

MATH 508 Mathematics for Secondary School Teachers

Fall, spring. 1–6 credits. Prerequisite: secondary school mathematics teacher, or permission of instructor. May not be taught every semester.
An examination of the principles underlying the content of the secondary school mathematics curriculum, including connections with the history of mathematics and current mathematics research.

Graduate Courses

Many of our graduate courses are topics courses for which descriptions are not included here; however, during each pre-enrollment period a schedule of graduate courses to be offered the following semester is posted at www.math.cornell.edu/Courses. This schedule includes course descriptions that are often more detailed than those included here, as well as a means for interested students to participate in the process of selecting meeting times.

MATH 611–612 Real and Complex Analysis

611, fall; 612, spring. 4 credits each.
611 covers: measure and integration and functional analysis. 612 covers: complex analysis, Fourier analysis, and distribution theory.

MATH 613–[614] Topics in Analysis

613, fall; 614, spring. 4 credits each. 614 Not offered 2001–2002.
MATH 615–[616] Mathematical Methods in Physics
615, fall; 616, spring. 4 credits each.
Intended for graduate students in physics or related fields who have had a strong advanced calculus course and at least 2 years of general physics. A knowledge of the elements of finite dimensional vector space theory, complex variables, separation of variables in partial differential equations, and Fourier series is assumed. Undergraduates are admitted only with permission of instructor. MATH 615 is a prerequisite for 616. MATH 616 not offered 2001–2002.

Topics are designed to give a working knowledge of the principal mathematical methods used in advanced physics. 615 covers: Hilbert space, generalized functions, Fourier transform, Sturm-Liouville problem in ODE, Green's functions, and asymptotic expansions. 616 covers: Linear operators. Also covers: differential operators and integral operators, the equations and eigenvalue problems connected with them and the special functions arising from them; elements of group theory; and the rotation group and its representations.

MATH 617 Dynamical Systems

Fall. 4 credits. Generally offered every two years.
Topics include: existence and uniqueness theorems for ODEs; Poincaré-Bendixon theorem and global properties of two dimensional flows; limit sets, nonwandering sets, chain recurrence, pseudo-orbits and structural stability; linearization at equilibrium points: stable manifold theorem and the Hartman-Grobman theorem; and generic properties: transversality theorem and the Kupka-Smale theorem. Examples include: expanding maps and Anosov diffeomorphisms; hyperbolicity: the horseshoe and the Birkhoff-Smale theorem on transversal homoclinic orbits; rotation numbers; Herman's theorem; and characterization of structurally stable systems.

[MATH 618 Smooth Ergodic Theory]

Spring. 4 credits. Generally offered every two years. Not offered 2001–2002.
Topics include: invariant measures; entropy; Hausdorff dimension and related concepts; hyperbolic invariant sets: stable manifolds, Markov partitions and symbolic dynamics; equilibrium measures of hyperbolic attractors;

ergodic theorems; Pesin theory: stable manifolds of nonhyperbolic systems; Liapunov exponents; and relations between entropy, exponents, and dimensions.]

MATH 619–620 Partial Differential Equations

619, fall; 620, spring. 4 credits each.
Generally offered every two years.
Course covers basic theory of partial differential equations.

MATH 621 Measure Theory and Lebesgue Integration

Fall. 4 credits.
Course covers measure theory, integration, and L_p spaces.

[MATH 622 Applied Functional Analysis]

Spring. 4 credits. Not offered every year.
Course covers basic theory of Hilbert and Banach spaces and operations on them. Applications.]

[MATH 628 Complex Dynamical Systems]

Fall. 4 credits. Prerequisite: MATH 418. Not offered every year. Next offered 2002–2003.

Various topics in the dynamics of analytic mappings in one complex variable, such as: Julia and Fatou sets, the Mandelbrot set, Mañé-Sad-Sullivan's theorem on structural stability. Also covers: local theory, including repulsive cycles and the Yoccoz inequality, parabolic points and Ecalle-Voronin invariants, Siegel disks and Yoccoz's proof of the Siegel Brjuno theorem; quasi-conformal mappings and surgery: Sullivan's theorem on non-wandering domains, polynomial-like mappings and renormalization, Shishikura's constructin of Hermann rings; puzzles, tableaux and local connectivity problems; and Thurston's topological characterization of rational functions, the spider algorithm, and mating of polynomials.]

MATH 631–[632]–634 Algebra

631, fall; 632, spring; 634, spring. 4 credits each. 632 and 634 offered in alternate years. 632 not offered 2001–2002.
631 covers: finite groups, field extensions, Galois theory, rings and algebras, and tensor and exterior algebra. 632 covers: Wedderburn structure theorem, Brauer group, and group cohomology. 634 covers: Dedekind domains, primary decomposition, Hilbert basis theorem, and local rings.

[MATH 649 Lie Algebras]

Fall. 4 credits. Generally offered every two years. Not offered 2001–2002.
Topics include: nilpotent, solvable and reductive Lie algebras; enveloping algebras; root systems; Coxeter groups; and classification of simple algebras.]

MATH 650 Lie Groups

Spring. 4 credits. Generally offered every two years.
Course topics include: topological groups, Lie groups; relation between Lie groups and Lie algebras; exponential map, homogeneous manifolds; and invariant differential operators.

MATH 651 Introductory Algebraic Topology

Spring. 4 credits.
Course covers fundamental group and covering spaces, and homology theories for complexes and spaces.

MATH 652 Differentiable Manifolds I

Fall. 4 credits. Prerequisites: advanced calculus, linear algebra (MATH 431), point-set topology (MATH 453).

This is an introduction to differential geometry and differential topology at the level of a beginning graduate student. Topics include: smooth manifolds, embeddings, tangent bundles, tensors, vector bundles, vector fields, and Frobenius' theorem. Further topics chosen by instructor from other major areas such as fibre bundles, Lie groups, connections, curvature, geodesics, Riemannian manifolds, differential forms, and de Rham cohomology.

[MATH 653 Differentiable Manifolds II]

Spring. Prerequisites: MATH 652 or equivalent. Generally offered every 3-4 years. Not offered 2001-2002.

Advanced topics from differential geometry and differential topology selected by instructor. Examples of eligible topics include: transversality, cobordism, Morse theory, classification of vector bundles and principal bundles, characteristic classes, microlocal analysis, conformal geometry, geometric analysis and partial differential equations, and Atiyah-Singer index theorem.]

MATH 661 Geometric Topology

Fall. 4 credits.

An introduction to some of the more geometric aspects of topology and its connections with group theory. Possible topics include: surface theory, 3-manifolds, knot theory, geometric and combinatorial group theory, hyperbolic groups, and hyperbolic manifolds.

MATH 662 Riemannian Geometry

Spring. 4 credits. Generally offered every two years.

Course topics include: linear connections, Riemannian metrics and parallel translation; covariant differentiation and curvature tensors; the exponential map, the Gauss Lemma and completeness of the metric; isometries and space forms, Jacobi fields and the theorem of Cartan-Hadamard; the first and second variation formulas; the index form of Morse and the theorem of Bonnet-Myers; the Rauch, Hessian, and Laplacian comparison theorems; the Morse index theorem; the conjugate and cut loci; and submanifolds and the Second Fundamental form.

MATH 671-672 Probability Theory

671, fall; 672, spring. 4 credits each.

Prerequisite: a knowledge of Lebesgue integration theory, at least on the real line. Students can learn this material by taking parts of MATH 413-414 or 621. Prerequisite for MATH 672: MATH 671.

Course topics include: properties and examples of probability spaces; sample space, random variables, and distribution functions; expectation and moments; independence, Borel-Cantelli lemma, zero-one law; convergence of random variables, probability measures, and characteristic functions; law of large numbers; selected limit theorems for sums of independent random variables; Markov chains, recurrent events; ergodic and renewal theorems; Martingale theory; and Brownian motion and processes with independent increments.

MATH 674 Introduction to Mathematical Statistics

Spring. 4 credits. Prerequisites: MATH 671 and OR&IE 670 or permission of instructor.

Topics include: an introduction to the theory of point estimation, hypothesis testing and confidence intervals, consistency, efficiency, sufficiency, and the method of maximum likelihood. Basic concepts of decision theory are discussed; asymptotic methods are introduced and developed in detail. The course is coordinated with OR&IE 670 to form the second part of a one-year course in mathematical statistics.

MATH 681 Logic

Spring. 4 credits.

Course covers basic topics in mathematical logic, including propositional and predicate calculus; formal number theory and recursive functions; completeness and incompleteness theorems. Other topics as time permits.

MATH 711-[712] Seminar in Analysis

711, fall; 712, spring. 4 credits each. 712 not offered 2001-2002.

[MATH 713 Functional Analysis

Spring. 4 credits. Not offered 2001-2002.

Course covers: topological vector spaces, Banach and Hilbert spaces, and Banach algebras. Additional topics selected by instructor.]

MATH 715 Fourier Analysis

Fall. 4 credits. Generally offered every two years.

MATH 717 Applied Dynamical Systems (also T&AM 776)

Spring. 4 credits. Suggested prerequisite: T&AM 675, MATH 617, or equivalent.

Generally offered every two years.

Course topics include: review of planar (single-degree-of-freedom) systems; local and global analysis; structural stability and bifurcations in planar systems; center manifolds and normal forms; the averaging theorem and perturbation methods; Melnikov's method; discrete dynamical systems, maps and difference equations, homoclinic and heteroclinic motions, the Smale Horseshoe and other complex invariant sets; global bifurcations, strange attractors, and chaos in free and forced oscillator equations; and applications to problems in solid and fluid mechanics.

[MATH 722 Topics in Complex Analysis

Spring. 4 credits. Not offered every year.

Selections of advanced topics from complex analysis, such as Riemann surfaces, complex dynamics, and conformal and quasiconformal mapping. Course content varies.]

[MATH 728 Seminar in Partial Differential Equations

Fall. 4 credits. Generally offered every two years. Not offered 2001-2002.]

MATH 731-732 Seminar in Algebra

731, fall; 732, spring. 4 credits each.

MATH 735 Topics in Algebra

Fall. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

MATH 737 Algebraic Number Theory

Fall. 4 credits.

MATH 739 Topics in Algebra

Spring. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

MATH 740 Homological Algebra

Spring. 4 credits.

MATH 751-752 Seminar in Topology

751, fall; 752, spring. 4 credits each.

MATH 753 Algebraic Topology

Fall. 4 credits.

The continuation of 651. The standard topics covered in this course most years are cohomology, cup products, Poincaré duality, and homotopy groups. Other possible topics include fiber bundles, fibrations, vector bundles, and characteristic classes. The course may sometimes be taught from a differential forms viewpoint.

[MATH 754 Topics in Algebraic Topology

Spring. 4 credits. Prerequisite: MATH 753.

Generally offered every 3-4 years. Not offered 2001-2002.

A selection of more advanced topics from algebraic topology, such as spectral sequences, K-theory, Bott periodicity, cobordism, or stable homotopy theory.]

MATH 757-758 Topics in Topology

757, fall; 758, spring. 4 credits each.

Selection of advanced topics from modern algebraic, differential, and geometric topology. Course content varies.

MATH 761-762 Seminar in Geometry

761, fall; 762, spring. 4 credits each. Either 761 or 762 generally offered every year.

MATH 767 Algebraic Geometry

Spring. 4 credits.

MATH 771-772 Seminar in Probability and Statistics

771, fall; 772, spring. 4 credits each.

[MATH 774 Asymptotic Statistics

Fall. 4 credits. Prerequisites: probability theory (MATH 671-672 or equivalent, containing stochastic processes) and statistics (MATH 472 or MATH 674). Not offered 2001-2002.

Introduction to asymptotic statistical decision theory and to empirical stochastic processes. Course covers: the notion of experiment, reduction by sufficiency, equivalence classes, the Le Cam delta distance, local asymptotic normality and minimaxity, optimal rates of convergence, white noise models, the Pinsker bound, and Gaussian approximation of nonparametric experiments. Includes topics in empirical processes include coupling theorems, some probability metrics, entropy conditions, functional limit theorems, and Hungarian constructions.]

MATH 777-778 Stochastic Processes

777, fall; 778, spring. 4 credits each.

MATH 781-782 Seminar in Logic

781, fall; 782, spring. 4 credits each.

MATH 783 Model Theory

Spring. 4 credits. Generally offered every two years.

An introduction to model theory at the level of the books by Hodges or Chang and Keisler.

MATH 784 Recursion Theory

Fall. 4 credits.

Course covers: theory of effectively computable functions; classification of recursively enumerable sets; degrees of recursive unsolvability; applications to logic; hierarchies; recursive functions of ordinals and higher type objects; generalized recursion theory.

[MATH 787 Set Theory

Spring, 4 credits. Generally offered every two years. Not offered 2001–2002.
A first course in axiomatic set theory at the level of the book by Kunen.]

MATH 788 Topics in Applied Logic

Fall, 4 credits.
This course covers applications of the results and methods of mathematical logic to other areas of mathematics and science. Topics vary each year; some recent examples are: automatic theorem proving, formal semantics of programming and specification languages, linear logic, constructivism (intuitionism), nonstandard analysis. Students are expected to be familiar with the standard results in graduate level mathematical logic.

MATH 790 Supervised Reading and Research

Fall, spring, 1–6 credits.

MATH 901–902 Oliver Club Seminar**MATH 903–904 Olivetti Club Seminar****MATH 905–906 Occasional Seminar on Undergraduate Education****MATH 907–908 Educational Issues in Undergraduate Mathematics****MATH 911–912 Seminar in Analysis****MATH 913–914 Seminar in Dynamics and Geometry****MATH 949–950 Seminar in Lie Groups****MATH 951–952 Topics in Topology and Geometry****MATH 967–968 Seminar in Combinatorial and Algebraic Geometry****MEDIEVAL STUDIES**

See “Special Programs and Interdisciplinary Studies.”

MUSIC

M. Scatterday, chair; S. Tucker, director of undergraduate studies (233 Lincoln Hall, 255–3423); D. Rosen, director of graduate studies (126 Lincoln Hall, 255–4974); M. Bilson, X. Bjerken, D. Borden, D. Conn, L. Coral, R. Harris-Warrick, M. Hatch, H. Hoffman, J. Hsu, J. Kellock, P. Merrill, J. Peraino, S. Pond, A. Richards, R. Riley, B. Robison, R. Sierra, S. Stucky, K. Tan, J. Webster, D. Yearsley, N. Zaslaw

Emeritus: K. Husa, S. Monosoff, R. Palmer, T. Sokol, M. Stith.

Department office: 255–4097.

Department web site: www.arts.cornell.edu/music/

Musical Performance and Concerts

Musical performance is an integral part of Cornell's cultural life and an essential part of its undergraduate academic programs in music. The department encourages music making through its offerings in individual instruction and through musical organizations and ensembles that are directed and trained by members of the faculty. Students from all colleges and departments of the university join with music majors in all of these ensembles:

Vocal ensembles

Cornell Chamber Singers
Cornell Chorale
Cornell University Chorus
Cornell University Glee Club
Sage Chapel Choir

Instrumental ensembles

Chamber Music Ensembles
Cornell Chamber Orchestra
Cornell Experimental Lab Ensemble
Cornell Gamelan
Cornell Jazz Ensembles
Cornell Symphony Orchestra
Cornell University Chamber Winds
Cornell University Symphonic Band
Cornell University Wind Ensemble
Cornell University Wind Symphony

Information about requirements, rehearsal hours, and conditions for academic credit can be found in the following listings for the Department of Music. Announcements of auditions are posted during registration each fall term and, where appropriate, each spring term as well.

The university is also home to many student-run musical organizations, including the Big Red Marching Band and Big Red Pep Band, the Cornell Savoyards, and several a cappella groups. Information about these groups, too, is available through the Department of Music office, 101 Lincoln Hall (255–4097).

The Department of Music and the Faculty Committee on Music sponsor more than 100 formal and informal concerts each year by Cornell's ensembles, faculty, and students and by distinguished visiting artists. The great majority of concerts are free and open to the public. Lectures and concerts are listed on the web (www.arts.cornell.edu/music/). Additional information is available through the events office (255–4760).

Nonmajors

In addition to its performing, instructional, and concert activities, the department offers numerous courses for nonmajors, many of which carry no prerequisites and presuppose no previous formal training in music. Consult the following course listings, and for further information consult the department office, 101 Lincoln Hall (255–4097), or the director of undergraduate studies (255–3423).

The Major

The major carries the study of music to an advanced level through the integration of performance, music theory, and music history. It is designed to accommodate both students who are oriented toward eventual graduate or professional work in music and those who wish to take a more general approach, often in conjunction with a major in another department.

Students contemplating a major in music should arrange for placement examinations and advising in the department as early as possible, usually during the freshman orientation period. Information is available from the director of undergraduate studies. Prerequisites for admission to the major are completion of MUSIC 152 and 154, at the latest by the end of the sophomore year (the freshman year is preferable), with an overall grade of B- or better in each course. In consultation with the director of undergraduate studies, students are expected to have chosen an adviser from among the department

faculty before acceptance into the major; admission to the major is decided by the faculty as a whole. Students majoring in music then design their course of study with their adviser.

Music majors must complete the Core Curriculum plus at least two electives. The Core Curriculum serves as the basis for focus in specific areas, such as composition, performance, jazz studies, vernacular music, Western art music, and Asian music. Students may, however, choose electives that reflect a more broadly-based study. Those intending to pursue graduate study or professional work in music are advised to take further courses in addition to the two required electives.

The Core Curriculum is comprised of:

- 1) in music theory: MUSIC 251, 252, 253, 254
- 2) in music history: MUSIC 207, 208, 300, 400
- 3) in performance: four semesters of participation in a musical organization or ensemble sponsored by the department of music (MUSIC 331 through 346 and 421 through 448)

Electives: at least two from the following:

- 1) in music theory: MUSIC 451–457
- 2) in music history: All courses above and including MUSIC 374
- 3) in performance: MUSIC 321, 322, 323, 324

Honors. The honors program in music is intended to provide special distinction for the department's ablest undergraduate majors. Qualified students are invited to become candidates by the faculty early in the second semester of their junior year. As soon as possible thereafter, the student forms a committee of three or more faculty members to guide and evaluate the honors work. In their senior year, candidates enroll in MUSIC 401–402 with the chair of the honors committee as instructor. Candidates are encouraged to formulate programs that allow them to demonstrate their musical and scholarly abilities, culminating in an honors thesis, composition, or recital, to be presented not later than April 1 of the senior year. A comprehensive examination administered by the candidate's committee is held not later than May 1. The level of honors conferred is based primarily on the candidate's performance in the honors program, and secondarily on the candidate's overall record in departmental courses and activities.

Distribution Requirement

College of Arts and Sciences students may apply either one or two Music Department courses toward the distribution requirement in Group 4 (humanities and the arts). Neither freshman seminars nor advanced placement credit count toward this requirement.

If one music course is counted for distribution, it must carry at least three credits, and it may not be in musical performance (MUSIC 321–322, 323–324) or in organizations and ensembles (MUSIC 331 through 346 and 421 through 448).

If two music courses are counted for distribution, they must total at least six credits, and at least one of the courses must be academic, not performance-oriented. The second “course,” however, may comprise either up to four credits earned in perfor-

mance (MUSIC 321-322, 323-324) or up to four credits earned in organizations and ensembles (MUSIC 331 through 346 and 421 through 448), but not both.

Facilities

Music Library. The Sidney Cox Library of Music and Dance in Lincoln Hall has an excellent collection of standard research tools. Its holdings consist of approximately 127,000 books, periodicals, and scores and 50,000 sound and video recordings. Particularly noteworthy are the collections of opera from all periods; twentieth-century scores and recordings; a large microfilm collection of Renaissance sources, both theoretical and musical; and a collection of eighteenth-century chamber music. In addition, the Department of Rare Books, in the Kroch Library, houses a collection of early printed books on music and musical manuscripts.

Concert Halls. The Department of Music sponsors more than 100 concerts annually. Cornell's principal concert halls are Bailey Hall Auditorium (about 2,000), Alice Statler Auditorium (about 900), Sage Chapel (about 800) and Barnes Hall Auditorium (about 280).

Rehearsal Spaces. The orchestras and bands rehearse in Lincoln Hall, Bailey Hall, Barnes Hall, and Barton Hall; the Jazz Ensembles, Gamelan, and Chamber Ensembles rehearse in Lincoln Hall; and the choral ensembles are primarily quartered in Sage Chapel. Practice studios in Lincoln Hall are available for individual practice by pianists, vocalists, and instrumentalists.

Thirty-five grand pianos and 22 upright or studio pianos are housed in Cornell's offices, classrooms, and rehearsal spaces. In addition, our Center for Keyboard Studies includes two concert grand pianos (Steinway and Mason & Hamlin), two eighteenth-century fortepiano replicas (copies of Johann Andreas Stein and Anton Walter), an original Broadwood grand piano from 1827, an 1824 Conrad Graf fortepiano replica, one Dowd and one Hubbard harpsichord, and a Challis clavichord.

Two chapels on campus house three distinctive organs that are available to qualified individuals for lessons and practice. These instruments include: a small Italian organ (1746); a two-manual mechanical action instrument (1972); and a three-manual symphonic organ (1941).

Digital/Electronic Equipment. A Macintosh Master studio is available for graduate student use (hours TBA) and occasional independent study use. The software used is Digital Performer, Finale, Peak, and eMagic editor/librarians. The instruments include a Yamaha KX88 MIDI Controller keyboard, a Yamaha TX802 FM synthesizer, an E-Mu Proteus XR, a Casio FZ 10M sampler and various other synthesizers. In addition, there are four MIDI work stations with additional instruments, including a Korg M1 synthesizer and an Akai S900 sampler.

Introductory Courses

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

MUSIC 100 Elements of Musical Notation

Fall or spring, weeks 2-5. 1 credit.

Prerequisite: concurrent enrollment in any 3-credit course in music and permission of instructor. D. Conn.

This four-week course, given at the beginning of each term, fulfills the requirement of basic pitch and rhythm and reading skills needed for some introductory courses and 200-level courses with prerequisites. The material covered in this course is no longer part of MUSIC 105.

MUSIC 101 Popular Music in America: A Historical Survey (also AM ST 105) # (IV)

Spring. 3 credits. 1-hour disc TBA. S. Pond.

A survey of the history and diverse streams of popular music in America. Elementary vocabulary and techniques for describing, analyzing, and evaluating music. Covers the relationships between mainstream musics, tributaries, and side-streams, and between folk, art, and popular music.

MUSIC 103 Intro to World Music I: Africa and the Americas (also LSP 100) @ (IV)

Spring. 3 credits. 1-hour disc TBA. No previous training in music required. S. Pond.

Exploration of folk, popular, and traditional musical genres of the Western Hemisphere, particularly the African diaspora. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments are major components of the course.

MUSIC 104 Intro to World Music II: Asia @ (IV)

Fall. 3 credits. 1-hour disc to be arranged. No previous training in music required. M. Hatch.

Exploration of folk, popular, and traditional musical genres from South, Southeast, and East Asia. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments are major components of the course.

MUSIC 105 Introduction to Music Theory (IV)

Fall, spring, or summer. 3 credits. Plus 2 hours TBA. Experience in reading music is recommended. D. Conn.

An elementary, self-contained introduction to music theory emphasizing fundamental musical techniques, theoretical concepts, and their application. Intervals, scales, triads; basic concepts of tonality; extensive listening to music in various styles; analysis of representative works of Bach, Mozart, Haydn, and Beethoven.

[MUSIC 107 Hildegard to Handel # (IV)

Fall. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. Not offered 2001-2002. N. Zaslav.

The music of Western Europe from the Middle Ages through the Baroque period. Starting from Gregorian chant and the monophonic works of Hildegard von Bingen, this course surveys composers and repertoires such as the troubadours, the Notre Dame School, Renaissance sacred polyphony, madrigals, the dance suite, concertos, cantatas, and ends in the early eighteenth century with works by Vivaldi, Bach, and Handel.]

MUSIC 108 Mozart to Minimalism (IV)

Fall. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. N. Zaslav.

A survey of Western art music in many genres from the second half of the eighteenth century to the present. Composers whose music is studied include Haydn, Mozart, Beethoven, Schumann, Mendelssohn, Berlioz, Chopin, Wagner, Verdi, Liszt, Brahms, Mahler, Debussy, Strauss, Stravinsky, Bartók, Ives, Webern, Messiaen, Copland, Bernstein, Carter, Stocky, and Sierra.

Music Theory

Students contemplating the music major are strongly advised to take MUSIC 151, 152, 153, and 154 in the freshman year; in any case MUSIC 152 and 154 must be completed no later than the end of the sophomore year.

MUSIC 151 Tonal Theory I (IV)

Fall. 3 credits. Prerequisites: admission by departmental placement exam and concurrent enrollment in or previous credit for MUSIC 153, or equivalent. Intended for students expecting to major in music and other qualified students. B. Robison.

Detailed study of the fundamental elements of tonal music: rhythm, scales, intervals, triads; melodic principles and 2-part counterpoint; diatonic harmony and 4-part voice leading in root position and first inversion; and analysis of phrase and period structure.

MUSIC 152 Tonal Theory II (IV)

Spring. 3 credits. Prerequisites: MUSIC 151 and 153 or equivalent, and concurrent enrollment in or previous credit for MUSIC 154. Intended for students expecting to major in music and other qualified students. A grade of B- or better in MUSIC 152 is required for admission to the music major. B. Robison.

Continued study of voice leading and harmonic progression, including diatonic modulation; analysis of binary and ternary forms.

MUSIC 153 Musicianship I

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for MUSIC 151. Intended for students expecting to major in music and other qualified students. 3 hrs. TBA. B. Robison.

Sight singing: diatonic melodies in treble, alto, and bass clefs. Keyboard: scales, triads, seventh chords, short diatonic chord progressions. Dictation: intervals, rhythms; short diatonic melodies; short diatonic chorale phrases. Score reading: 2 parts using treble, alto, and bass clefs. Musical terms: tempo markings and rhythmic terminology.

MUSIC 154 Musicianship II

Spring. 2 credits. Prerequisite: concurrent enrollment in or previous credit for MUSIC 152. Intended for students expecting to major in music and other qualified students. A grade of B- or better in MUSIC 154, and failure in none of the individual musicianship components of the course, are required for admission to the music major. 3 hrs. TBA. B. Robison.

Sight singing: longer melodies in 3 clefs, including diatonic modulation. Keyboard: diatonic chord progressions and sequences. Dictation: intervals, rhythms; longer melodies; chorale phrases with diatonic modulation. Score reading: 3 parts using treble, alto, and bass clefs. Musical terms: nuance and expression marks.

[MUSIC 239 Introduction to Improvisational Theory]

Spring. 2 credits. Prerequisite: permission of instructor. Intended for performers in "jazz" and related styles. Not offered 2001–2002. Staff.

Covers tonal, modal, and blues harmonic resources, and the formal structures in which they are embodied. Development of improvisational skills and creation of spontaneous compositions.]

MUSIC 251 Tonal Theory III (IV)

Fall. 3 credits. Prerequisites: MUSIC 152 and 154 or equivalent, and concurrent enrollment in MUSIC 253. J. Webster.

Continuation of diatonic and introduction to chromatic harmony; species counterpoint; composition in small forms.

MUSIC 252 Tonal Theory IV (IV)

Spring. 3 credits. Prerequisites: MUSIC 251 and 253 or equivalent, and concurrent enrollment in MUSIC 254. K. Tan.

Study of and composition in larger forms, including sonata form; systematic study of chromatic harmony, voice-leading, and modulation; composition in chromatic style.

MUSIC 253 Musicianship III

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for MUSIC 251. 2 hours TBA. J. Webster.

Sight singing: melodies with chromaticism in treble, alto, tenor, and bass clefs. Keyboard: diatonic modulation, chromatic chords. Dictation: melodies with modulation; chorale phrases with secondary dominants and other chromatic chords. Score reading: 4 parts using treble, alto, tenor, and bass clefs. Musical terms: orchestral ranges, terms, clefs, and transpositions.

MUSIC 254 Musicianship IV

Spring. 2 credits. Prerequisite: concurrent enrollment in or previous credit for MUSIC 252. 2 hours TBA. K. Tan.

Sight singing: melodies in 4 clefs, including modality and chromatic modulation. Keyboard: chromatic sequences, chromatic modulations, improvised modulations employing diatonic pivot chords. Dictation: intervals, rhythms, short melodies, and short, diatonic chorale phrases. Score reading: 4 parts, including transposing instruments. Musical terms: other terms in French, German, and Italian.

MUSIC 351 Materials of Twentieth-Century Music (IV)

Fall. 3 credits. Prerequisite: MUSIC 252 and 254 or equivalent, and concurrent enrollment in MUSIC 353. S. Stucky.

Introduction to some techniques of twentieth-century music including extended tonality, modes, twelve-tone technique, set theory, and new approaches to form and rhythm. Analysis of representative works by Debussy, Bartók, Webern, Hindemith, Schoenberg, Stravinsky, and others.

MUSIC 353 Musicianship V

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for MUSIC 351. 2 hours TBA. S. Stucky.

Sight singing: advanced chromatic, twelve-tone, and atonal melodies in 4 clefs. Keyboard: continued chromatic harmony; improvised chromatic modulations. Dictation: continued chromatic harmony; atonal sets and melodies; 2-part counterpoint. Score reading: 4 clefs, transpositions. Music terms: twentieth-century terms.

[MUSIC 451 Counterpoint]

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2001–2002. S. Stucky.

Composition in the polyphonic vocal style of the late Renaissance.]

[MUSIC 452 Topics in Music Analysis]

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2001–2002. J. Webster.

A survey of important analytical approaches to tonal music, including thematic-motivic relations, phrase-rhythm, large-scale paragraph construction, structural-tonal voice-leading, and relations among the movements in a multimovement work.]

[MUSIC 453 Introduction to Improvisational Theory]

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2001–2002. Staff.

Study and performance of tonal, modal, and blues harmonic resources; introduction to the formal structures in which these resources are embodied. Includes ear training, work at the keyboard, composing short pieces, and analyzing selected representative works of popular music and African-American art music from 1940 to 1970.]

MUSIC 454 Composition (IV)

Fall. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. R. Sierra.

Study of music composition through the use of traditional forms such as variation and sonata. The student is required to write original pieces for solo and chamber ensembles.

MUSIC 455 Conducting (IV)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. S. Tucker.

Covers fundamentals of score reading, score analysis, rehearsal procedures and conducting technique; instrumental and choral contexts.

[MUSIC 456 Orchestration]

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2001–2002. R. Sierra.

Orchestration based on nineteenth- and twentieth-century models.]

Music in History and Culture**[MUSIC 221 History of Rock Music (also AM ST 223) (IV)]**

Spring. 3 credits. No previous training in music required. Not offered 2001–2002. J. Peraino.

This course examines the development and cultural significance of rock music from its origins in blues, gospel, and Tin Pan Alley up to present-day genres of alternative rock and hip hop.]

MUSIC 222 A Survey of Jazz (also AM ST 222) (IV)

Fall. 3 credits. Enrollment limited. S. Pond.

This course addresses jazz from two perspectives: the various sounds of jazz, as well as the historical streams—musical and cultural—which have contributed to its development. The historical focus locates jazz as an expression of culture. We investigate how jazz affects and is affected by notions of ethnicity, class, nationalism, gender, art, and genre. We examine what has changed over time and try to understand why. Throughout we focus our

inquiry through listening to recordings, studying writings about music by musicians and nonmusicians, learning to listen with new ears, experiencing jazz hands-on, and collaborating to add to the body of literature on jazz.

MUSIC 245 Gamelan in Indonesian History and Cultures @ (IV)

Fall or spring. 3 credits. Permission of instructor. No previous knowledge of musical notation or performance experience necessary. M. Hatch, fall; staff, spring.

An introduction to Indonesia through its art. Elementary techniques of performance on the Javanese *gamelan*; a general introduction to Indonesian history and cultures, and the socio-cultural contexts for the arts there. Several short papers and one longer research report are required.

MUSIC 261 Bach and Handel # (IV)

Fall. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. D. Yearsley.

Bach's music, product of a provincial life, and Handel's music, product of a cosmopolitan life, are compared. Genres studied include works for keyboard instruments, chamber music, concertos, cantatas, operas, oratorios, anthems, and esoterica.

MUSIC 262 Haydn and Mozart # (IV)

Spring. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. J. Webster.

Music for courts, theaters, churches, concerts, dancing, marching, public and private ceremonies, and domestic use by two extraordinarily different musical personalities who were friends, is explored in its historical and socio-cultural contexts.

[MUSIC 263 Beethoven # (IV)]

Spring. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 2001–2002. J. Webster.

A survey of Beethoven's life, works, and influence. While the primary focus is his musical style and its development, the course also covers social-cultural factors and the psychology and reception of genius.]

[MUSIC 264 Musical Romantics # (IV)]

Spring. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 2001–2002. D. Rosen.

This survey of music from 1815 to 1900 is divided into five segments focusing on five composers (Schubert, Berlioz, Verdi, Wagner, and Mahler) and two or three segments on broader topics, such as musical nationalism in Russia, fin de siècle Vienna, the art song, and the history of the piano and its music.]

MUSIC 274 Opera # (IV)

Fall. 3 credits. D. Rosen.

An introduction to major works of the operatic repertory, with discussion of texts and theatrical performances as well as music. Video recordings are an integral part of the course; trips to live performances are scheduled where possible.

[MUSIC 275 Choral Sounds # (IV)]

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. Not offered 2001–2002.

R. Harris-Warrick.

This course examines representative works composed for group singing, primarily from the Western choral tradition, but also including folk and popular styles, from the

Middle Ages to the twentieth century. Class includes discussion of performance practices as well as historical and stylistic issues, and is integrated with local concert offerings.]

MUSIC 276 The Orchestra and Its Music # (IV)

Spring. 3 credits. Prerequisite: any 3-credit music course or permission of instructor. N. Zaslaw.

The music of, and the social structures supporting, large instrumental ensembles in the Western world, including: Italian court festivals of the sixteenth century, string bands of the seventeenth century, Lully's ascendancy at Paris and Versailles, and music of Purcell, Corelli, Vivaldi, Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Berlioz, Liszt, Wagner, Brahms, Tchaikovsky, Bruckner, Mahler, Strauss, Stravinsky, Schoenberg, Webern, Bartók, Shostakovich, Messiaen, Copland, Carter, Tower, Stucky, Sierra, and others.

[MUSIC 277 The Piano and Its Music (IV)]

Fall or spring. 3 credits. Prerequisite: 1 semester of music theory (MUSIC 105, an equivalent course, or equivalent experience) or permission of the instructors. Not offered 2001-2002. D. Rosen and M. Bilson.

Representative masterpieces of the piano repertoire from J. S. Bach to the present, placed in the context of the instruments for which they were written and the social structures mediating their production. Thus three different historical approaches are interwoven: (1) the history of music written for the piano and its predecessors, the harpsichord and clavichord; (2) the development of the piano from these predecessors, through Mozart's Stein piano, the pianos of Beethoven, Chopin, Liszt, and Brahms, up to today's Steinway; and (3) the social history of the piano.]

MUSIC 372 Mind and Memory (also ENGL 301, S HUM 301, and THETR 301) (IV)

Spring. 4 credits. J. Morgenroth. See THETR 301 for description.

Music History Courses for Majors and Qualified NonMajors

MUSIC 207 Survey of Western Music I # (IV)

Fall. 3 credits. Prerequisite: MUSIC 151/153, concurrent enrollment in 151/153, or permission of instructor. J. Peraino.

A survey of Western music and its social contexts from the beginning of notation (circa 900) to 1700. Topics include sacred chant, secular song, polyphony, madrigals, early opera, and the development of independent instrumental music. The course emphasizes listening and comprehension of genres and styles, and is intended for music majors and qualified non-majors.

MUSIC 208 Survey of Western Music II # (IV)

Spring. 3 credits. Prerequisite: MUSIC 152/154, concurrent enrollment in 152/154, or permission of instructor. N. Zaslaw.

A survey of Western music and its social contexts from 1700 to the present. Topics include the decline of church music, the rise of public concerts and opera, the evolution of domestic music-making, and the influence of

electronic media upon acoustical traditions. The course, which emphasizes listening and comprehension of genres and styles, is intended for music majors and qualified non-majors.

[MUSIC 300 Proseminar in Musicology (IV)]

4 credits. Not offered 2001-2002. Staff. Introduction to methods in musicology, including historiography, criticism, approaches to vernacular and non-western musics, and gender studies.]

[MUSIC 374 Opera and Culture (also GERST 374 and ITALA 374) (IV)]

Spring. 4 credits. Prerequisite: any 3-credit music course or proficiency in German or Italian. Not offered 2001-2002. A. Groos. See GERST 374 for description.]

[MUSIC 381 Music in Western Europe to 1700 # (IV)]

Fall. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2001-2002. J. Peraino.

Western European music from the Middle Ages to the early Baroque, including Gregorian chant, secular monophony, the development of polyphony, the birth of opera, and the rise of independent instrumental music.]

MUSIC 382 Music of the Eighteenth Century # (IV)

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. J. Webster. Music in Western and Central Europe and North America from Bach, Handel, and Vivaldi to Haydn and Mozart, including comic and serious opera, church music, concert music, and social music.

[MUSIC 383 Music of the Nineteenth Century # (IV)]

Fall. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2001-2002. D. Rosen.

A chronological survey of nineteenth-century music from Beethoven through Puccini including reference to its cultural and historical context.]

[MUSIC 384 Music of the Twentieth Century (IV)]

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2001-2002. S. Stucky.

Covers movements, schools, and styles in "classical" music from the turn of the century to the present. Includes extensive listening and reading assignments for historical breadth; detailed attention to representative works for analytical depth.]

MUSIC 386 Topics in Popular Music and Jazz (IV)

Fall. 4 credits. Prerequisite: MUSIC 152/154. S. Pond.

Topic: Post-Bebop Jazz to 1965. This course examines a cluster of jazz developments in the aftermath of the Bebop Revolution, from the late 1940s to the mid-1960s, from historical, cultural, and analytical viewpoints. A special focus is the complex of styles known as Hard Bop. The course also discusses the negotiation in jazz of Western European- and African-based aesthetics, key personalities of the time, compositional and improvisational developments, the music industry, and cultural politics of this rich period of jazz history. Throughout, we are attentive to the myriad musical streams that grew out of this time, and assess the

historical importance this period has assumed in retrospect.

[MUSIC 388 Historical Performance Practicum # (IV)]

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2001-2002. M. Bilson.

The study of eighteenth- and nineteenth-century instrumental performance practices, with special emphasis on the string quartets of Haydn and the piano trios of Schubert. Open to qualified performers.]

[MUSIC 390 Culture of Renaissance II (also COM L 362, ENGL 325, HIST 364 ART H 351) # (III or IV)]

Spring. 4 credits. Plus discussion section. Not offered 2001-2002. W. Kennedy and C. Kaske.

See COM L 362 for description.]

MUSIC 398-399 Independent Study in Music History

398, fall; 399, spring. 4 credits. Prerequisite: MUSIC 152 and permission of instructor. Staff.

Advanced study of various topics in music history. Students enrolling in MUSIC 398-399 participate in, but do not register for, an approved 200-level music history course and, in addition, pursue independent research and writing projects.

[MUSIC 400 Senior Seminar

4 credits. Not offered 2001-2002. Staff.]

MUSIC 410 Music and Monstrous Imaginings # (IV)

Fall. 4 credits. A. Richards.

This seminar explores the limits of the imaginary in the eighteenth- and nineteenth-century culture, from theories of fantasy, unreason, and "monstrous imagining" to freak shows, virtuosi, and illusionists. Focusing on visual, literary, and musical phantasmagoria, we investigate the performance of the uncanny (Paganini and devilish technical feats, Mesmer and the glass harmonica), the gendered imagination and artistic creation (pregnancy and invention), technologies of death and its representation (the guillotine and wax museum, magic lantern shows and automata). Novels by Radcliffe, Lewis, Shelley; instrumental music by C. P. E. Bach, Beethoven, Mendelssohn, Berlioz; opera by Mozart, Weber, Meyerbeer; critical texts from Addison and Steele to Freud and Foucault.

MUSIC 474 Opera, History, Politics, Gender (also HIST 460, WOMNS 454, COM L 459, S HUM 459, ITALA 456) (III or IV)

Spring. 4 credits. M. Steinberg and S. Stewart.

See HIST 460 for description.

[MUSIC 489 African American Music Innovators (also AS&RC 489)]

Fall. 4 credits. Permission of instructor. Not offered 2001-2002.]

MUSIC 490 American Musical Theatre (also ENGL 454) (IV)

Spring. 4 credits. S. McMillin.

See ENGL 454 for description.

[MUSIC 492 Music and Queer Identity (IV)]

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2001-2002. J. Peraino.

Throughout history music has been associated with "otherness" in Western cultures.

Appropriately, lesbian and gay individuals and communities have turned to music as a means of expressing and negotiating their "queer" identity within status-quo culture. This course examines how and why music encodes "queerness" by focusing on various musical genres (such as opera, disco, women's music, country) and composer/musicians (such as Franz Schubert, Judy Garland, David Bowie) that have become significant for various lesbian and gay communities. The course also examines the reasons behind the general popularity of queer-coded but "straight-identified" performers such as Elvis Presley, Prince, and Michael Jackson.]

[MUSIC 493 Women and Music (also WOMNS 496) (IV)]

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2001–2002. J. Peraino.

This course introduces the students to a critical examination of women's participation in Western European and American musical traditions. The course focuses on the various subject positions and critical perspectives that women hold in examples of music and writings about music. Of primary importance are the concepts of "objective" vs. "subjective" approaches to the topic of the week. Topics include approaches to history and criticism, women composers, women performers, women as objects, women's music, drag and androgyny, and women as listeners. Students are asked to keep a journal of their reactions to the readings, listening assignments, and class discussions, and to write "objective" and "subjective" formal papers.]

[MUSIC 494 Love, Sex, and Song in Medieval France (also WOMNS 403) (IV)]

Spring. 4 credits. Not offered 2001–2002. J. Peraino.

This course explores the cult of courtly love and its inextricable relationship with singing. We focus on secular music and poetry and relevant narratives of Southern and Northern France from the twelfth and thirteenth centuries, and consider issues such as constructions of gender and gender relations, music and sexuality in the Middle Ages, medieval misogyny, women's voices in courtly love lyric, the relationship of words and music, performance context, and reconstruction.]

Independent Study

MUSIC 301–302 Independent Study in Music

301, fall; 302, spring. Credit TBA. Prerequisite: departmental approval. Presupposes experience in the proposed area of study. Staff.

Honors Program

MUSIC 401–402 Honors in Music

401, fall; 402, spring. 4 credits each term. Limited to honors candidates in their senior year. Staff.

Digital Music and New Media

MUSIC 120 Learning Music through Digital Technology (IV)

Fall or spring. 3 credits. Enrollment limited. Prerequisite: permission of instructor. D. Borden.

This course uses selected commercially available technological resources to produce live music. The student is expected to master the Macintosh computer, several music software programs, and several synthesizers using MIDI. The ability to read music is helpful but not necessary. There are no papers to write; homework is presented in three classroom concerts. The final is a live presentation of the student's final project in a concert open to the public.

[MUSIC 220 Learning Counterpoint through Digital Technology]

Spring. 3 credits. Enrollment limited. Prerequisite: MUSIC 152 and permission of instructor. Not offered 2001–2002. D. Borden.

This course is a study of traditional contrapuntal techniques from the fourteenth century to the present, with emphasis on invention and fugue. Synthesizers, samplers, MIDI, and music software are covered. There are three classroom concerts, some analysis and a final public concert.]

MUSIC 320 Scoring the Moving Image Using Digital Technology (IV)

Spring. 4 credits. Prerequisite: MUSIC 120 with a grade of B or higher. D. Borden.

Students learn sound design and music composition using MIDI and Digital Audio to enhance images in motion. The course is at least partially collaborative, involving students taking courses in computer animation, film, and dance. In addition, to learn techniques involving synchronizing sound to image, film clips from various sources are used as practice exercises. The final project is a public showing of film computer animation and/or dance performance using the sounds and music provided by the students in this course.

MUSIC 391 Media Arts Studio I (also THETR 391, ART 391, ARCH 391) (IV)

Fall. 3 credits. Permission of instructor. See THETR 391 for description.

MUSIC 392 Media Arts Studio II (also THETR 392, ART 392, ARCH 392) (IV)

Spring. 3 credits. Permission of instructor. See THETR 392 for description.

[MUSIC 420 Introduction to MIDI Techniques]

Spring. 4 credits. Permission of instructor. Not offered 2001–2002. D. Borden.

This course is an introduction to MIDI for students who are already at an advanced level in music composition. Three composition projects are completed in collaboration with film, dance, and computer animation students.]

Musical Performance

Cornell faculty members offer individual instruction in voice, organ, harpsichord, piano and fortepiano, violin, viola, cello, and some brass and woodwind instruments to those students advanced enough to do college-level work in these instruments. Lessons are

available by audition only. They may be taken either without credit or, through MUSIC 321–322, with credit. Other instruments may sometimes be studied for credit outside Cornell, but also by audition only (see MUSIC 321h–322h).

Lessons for beginners. The Music Department can recommend outside teachers for those who wish to begin studying voice or an instrument. No credit is available for beginning instruction.

Auditions. Auditions are held at the beginning of each term for lessons for advanced students. Contact the Department of Music office (101 Lincoln Hall) for information.

Fees. The fee for a one-half hour lesson weekly, *without credit*, is \$150 per term. For a one-hour lesson (or two half-hour lessons) weekly, *without credit*, the fee is \$300. The fee in MUSIC 321–322 for a one-hour lesson (or two half-hour lessons) *for credit* is \$225 per term. All fees are nonrefundable once lessons begin, *even if the course is subsequently dropped*.

Scholarships. Music majors receive a scholarship equal to the lesson fee listed above. Members of department-sponsored organizations and ensembles may, with the permission of the director of the organization, receive a scholarship of up to \$100 of the Cornell fee for the type of lessons chosen during the term. These scholarships are intended only for lessons in the student's primary performing medium. Scholarship forms, available in the Music Department office, are to be returned to the office *within the first three weeks of classes*.

Practice rooms. Practice-room fees for a room with a **grand piano** are \$75 per term for up to 10 hours weekly, with a charge of \$10 for each additional hour. A \$25 cash deposit must be made for a key to the grand piano practice rooms, \$20 of which is refunded upon return of the key. Fees for a room with either an **upright piano** or **drum set** are \$60 per term for up to 10 hours weekly, with a charge of \$8 for each additional hour, and fees for a room **without a piano** are \$25 per term for up to 10 hours weekly. The fee for use of the **pipe organs** is \$60 per term for up to 10 hours weekly. All fees are non-refundable and are not prorated.

Earning credit. For every four credits earned in MUSIC 321–322, the student must have earned, or currently be earning, at least three credits in another music course (excluding freshman seminars, MUSIC 321–322, 323–324, 331–343, or 421 through 448). These three credits must be earned prior to, or simultaneously with the first two credits in 321–322; they cannot be applied retroactively. Transfer credit for appropriate music courses already taken elsewhere may be used to satisfy this requirement with the approval of the department chair.

Lessons taken outside Cornell. Under certain conditions, advanced students may earn credit for lessons taken outside Cornell. An audition is required, and no credit can be granted for beginning instruction. For further information, read the description of Music 321h–322h and contact the Music Department office.

MUSIC 321-322 Individual Instruction in Voice, Organ, Harpsichord, Piano, Strings, Woodwinds, and Brass

Prerequisite: advanced students may register only after a successful audition with the instructor, usually scheduled during the first week of classes, and will receive credit only as described under "Earning credit". Students may register for this course in successive years.

Students, at the sole discretion of the instructor, earn two credits each term for a one-hour lesson (or two half-hour lessons) weekly accompanied by an appropriate practice schedule.

MUSIC 321a-322a Individual Instruction in Voice

321a, fall; 322a, spring. 2 credits each term. Prerequisite: successful audition. Limited enrollment. Attendance at weekly studio class required for *all* credit students. J. Kellogg.

MUSIC 321b-322b Individual Instruction in Organ

321b, fall; 322b, spring. 2 credits each term. Prerequisite: successful audition. A. Richards.

MUSIC 321c-322c Individual Instruction in Piano

321c, fall; 322c, spring. 2 credits each term. Prerequisite: successful audition. X. Bjerken.

MUSIC 321d-322d Individual Instruction in Harpsichord

321d, fall; 322d, spring. 2 credits each term. Prerequisite: successful audition. A. Richards.

MUSIC 321e-322e Individual Instruction in Violin or Viola

321e, fall; 322e, spring. 2 credits each term. Prerequisite: successful audition. K. Tan.

MUSIC 321f-322f Individual Instruction in Cello

321f, fall; 322f, spring. 2 credits each term. Prerequisite: successful audition. H. Hoffman.

MUSIC 321g-322g Individual Instruction in Brass

321g, fall; 322g, spring. 2 credits each term. Prerequisite: successful audition. M. Scatterday.

MUSIC 321h-322h Individual Instruction Outside Cornell

321h, fall; 322h, spring. 2 credits each term. Prerequisite: successful audition. Coordinator: D. Conn.

All the standard orchestral and band instruments, keyboard instruments, guitar and voice may, under certain conditions, be studied for credit with outside teachers. This course is available primarily for the study of instruments not taught at Cornell and when there is limited enrollment in MUSIC 321-322. Prior approval and audition by a member of the faculty in the department is required, and credit may be earned only as described under "Earning credit," above. Additionally, a departmental petition must be completed by the end of the third week of classes. For information and a list of approved teachers, consult the department office, 101 Lincoln Hall.

MUSIC 321i-322i Individual Instruction in Woodwinds

321i, fall; 322i, spring. 2 credits each term. Prerequisite: successful audition. D. Conn.

MUSIC 323-324 Advanced Individual Instruction

323, fall; 324, spring. 4 credits each term. Open only to juniors and seniors majoring in music with a concentration in performance and to graduate students. Majors whose lessons must be taken outside Cornell may apply to the department for financial assistance toward the cost of lessons; \$225 per semester is normally awarded to such students.

Musical Organizations and Ensembles

Students may participate in musical organizations and ensembles throughout the year. Permission of the instructor is required, and admission is by audition only (usually at the beginning of each semester), except that the Sage Chapel Choir and the Cornell Gamelan Ensemble are open to all students without prior audition. Registration is permitted in two of these courses simultaneously and students may register in successive years, but no student may earn more than eight credits in these courses. Membership in these musical organizations and ensembles is also open to qualified students who wish to participate without earning credit.

MUSIC 331-332 Sage Chapel Choir

331, fall or summer; 332, spring. 1 credit. No audition for admission. R. Riley.

Open to all students and members of the university. Varied and demanding repertoire. The Sage Chapel Choir sings regularly in the Sunday Service of Worship which is broadcast on 870 WHCU-AM radio, and on special occasions throughout the year.

MUSIC 333-334 Cornell Chorus

333, fall; 334, spring. 1 credit. Prerequisite: permission of instructor. W 5:15-7:15 P.M. plus 2 hours TBA. S. Tucker.

A treble-voice chorus specializing in music for women's voices and in mixed-voice repertoire.

MUSIC 335-336 Cornell University Glee Club

335, fall; 336, spring. 1 credit. Prerequisite: permission of instructor. W 7:30-9:30 P.M., plus 2 hours TBA. S. Tucker.

A male-voice chorus specializing in music for men's voices and in mixed-voice repertoire.

MUSIC 337 Wind Symphony

Fall. 1 credit. Prerequisite: permission of instructor. M W 4:45-6:30. M. Scatterday and D. Conn.

MUSIC 338 Symphonic Band

Spring. 1 credit. Prerequisite: permission of instructor. M W 4:45-6:30. D. Conn.

MUSIC 339-340 Cornell Jazz Ensembles

339, fall; 340, spring. 1 credit. Prerequisite: permission of instructor. W 6-8 P.M. P. Merrill.

MUSIC 342 Wind Ensemble

Spring. 1 credit. Prerequisite: permission of instructor. M 7:30-9:30 and R 4:45-6:30. M. Scatterday.

MUSIC 343-344 Cornell Symphony Orchestra

343, fall; 344, spring. 1 credit. Prerequisite: permission of instructor. W 7:30-10:00 P.M. J. Hsu.

[MUSIC 345-346 Introduction to the Gamelan @

345, fall; 346, spring. 1 credit. Enrollment limited. Prerequisite: permission of instructor. Not offered 2001-2002.

Concentrated instruction for beginning students in elementary techniques of performance on the Indonesian *gamelan*. MUSIC 245 is a three-credit course that complements the instruction in *gamelan* by an introduction to Indonesian history and cultures.]

MUSIC 421-422 Cornell Chamber Orchestra

421, fall; 422, spring. 1 credit. Prerequisite: permission of instructor. T 5-6:30 P.M. M. Scatterday.

Study and performance of the chamber symphonies of Haydn, Mozart, and their contemporaries.

MUSIC 437-438 Chamber Winds

437, fall; 438, spring. 1 credit each term. Prerequisites: enrollment in Symphonic Band, Wind Symphony or Wind Ensemble in the same semester as this course AND permission of instructor only. M. Scatterday and D. Conn.

A flexible instrumentation ensemble performing original woodwind, brass, and percussion music from Gabrieli brass choirs and Mozart serenades through more contemporary works such as Stravinsky's Octet and new music premiers. The ensemble performs in wind symphony, symphonic band, and wind ensemble concerts in addition to several chamber concerts throughout the year.

MUSIC 439-440 Experimental Lab Ensemble

439, fall; 440, spring. 1 credit each term. Permission of instructor. W 8:30-10:30 P.M. P. Merrill.

MUSIC 441-442 Chamber Music Ensemble

441, fall; 442, spring. 1 credit. Prerequisite: permission of instructor. K. Tan. Study and perform chamber music works from duos to octets for pianists, string, and wind players.

MUSIC 443-444 Chorale

443, fall; 444, spring. 1 credit each term. Prerequisite: permission of instructor. F 4:30-6:15 P.M. J. Day-O'Connell. Study and performance of selected choral music for mixed voices.

MUSIC 445-446 Cornell Gamelan Ensemble

445, fall; 446, spring. 1 credit each term. Enrollment limited. Prerequisite: permission of instructor. M. Hatch, fall; staff, spring.

Advanced performance on the Javanese *gamelan*. Tape recordings of *gamelan* and elementary number notation are provided. Some instruction by Indonesian musicians is offered in most years.

MUSIC 447-448 Chamber Singers

447, fall; 448, spring. 1 credit each term. Prerequisite: permission of instructor. Plus 2 hours TBA. Y. Haber.

A mixed-voice chamber choir specializing in Renaissance and twentieth-century music.

Graduate Courses

Open to qualified undergraduates with permission of instructor.

MUSIC 601 Introduction to Bibliography and Research

Fall. 4 credits. M 1:25–4. L. Coral.
This course explores the nature of the discipline and introduces the many types of bibliographic tools, both printed and electronic, needed to pursue research in music.

[MUSIC 602 Analytical Technique]

Spring. 4 credits. Not offered 2001–2002.
J. Webster.
A critical survey of various analytical methods in current use. Frequent analytical assignments and class presentations.]

[MUSIC 603 Editorial Practice]

Spring. 4 credits. Not offered 2001–2002.]

MUSIC 604 Ethnomusicology: Areas of Study and Methods of Analysis

Fall. 4 credits. Open to graduate students in anthropology, linguistics, psychology, sociology, and other cognate fields with permission of instructor. M. Hatch.
Major aspects of research into musical cultures of the world. Problems, theories, and methods, especially those affecting analytical terminology, transcription and analysis of sound events, and fieldwork.

MUSIC 622 Historical Performance Practicum

Spring. 4 credits. M. Bilson.
The study of eighteenth- and nineteenth-century instrumental performance practices, with special emphasis on the string quartets of Haydn and the piano trios of Schubert. Open to qualified performers.

[MUSIC 653 Topics in Tonal Theory and Analysis]

Spring. 4 credits. Not offered 2001–2002.
J. Webster.]

[MUSIC 654 Topics in Post-Tonal Theory and Analysis]

Spring. 4 credits. Not offered 2001–2002.]

MUSIC 657–658 Composition

657, fall; 658, spring. 4 credits each term.
F 1:25–4:00 P.M. plus 1 hour TBA. R. Sierra, S. Stucky.

[MUSIC 674 German Opera (also GERST 672)]

Spring. 4 credits. Not offered 2001–2002.
A. Groos.
See German Studies for description.]

[MUSIC 677 Mozart: His Life, Works, and Times (also GERST 757)]

Spring. 4 credits. Not offered 2001–2002.
N. Zaslav.]

[MUSIC 680 Topics in Ethnomusicology]

Spring. 4 credits. Not offered 2001–2002.
S. Pond.]

MUSIC 681 Seminar in Medieval Music

Fall. 4 credits. J. Peraino.
Topic: Medieval Music and Notation.

[MUSIC 683 Music and Postmodern Critical Theory]

Fall. 4 credits. Not offered 2001–2002.
J. Peraino.
This course surveys the many critical theories that have been included under the umbrella of

"postmodernism," and that have fueled the debate between "old" and "new" styles of musicology. Readings focus on structuralism and poststructuralism, feminist literary criticism, queer theory, and postmodern and postcolonialism, and their application in musicology and ethnomusicology. A broad spectrum of music is examined along with the readings.]

[MUSIC 684 Seminar in Renaissance Music]

Fall. 4 credits. Not offered 2001–2002.
R. Harris-Warrick.]

MUSIC 686 Seminar in Baroque Music

Spring. 4 credits. D. Yearsley.
Topic: Bach's Clavier-Übung Series and Keyboard Practice in the Mid-18th Century.
This course examines not only the sources, reception, and influence of Bach's published keyboard works (beginning with the Six Partitas of 1731 and culminating with the Goldberg Variations of 1741/2), but also investigates the social contexts, pedagogical approaches, and moral values embodied in these seminal collections.

MUSIC 688 Seminar in Classical Music

Fall. 4 credits. J. Webster.
Topic: Haydn.

[MUSIC 689 Seminar in Music of the Romantic Era]

Spring. 4 credits. Not offered 2001–2002.
D. Rosen.]

MUSIC 690 Seminar in Music of the Twentieth Century

Spring. 4 credits. R. Sierra.
Topic: Ligeti.

MUSIC 691–692 Historical Performance

691, fall; 692, spring. 4 credits each term.
Prerequisite: permission of instructor.
Hours TBA. M. Bilson.

Lessons on the major instrument with supplementary study and research on related subjects.

[MUSIC 693 Seminar in Performance Practice]

Spring. 4 credits. Not offered 2001–2002.
N. Zaslav.

String bands, orchestral discipline, and orchestral repertoires in Paris and Versailles in the seventeenth century and their dissemination in Western Europe. Special emphasis on the music and prefaces of Georg Muffat.]

MUSIC 697–698 Independent Study and Research

697, fall; 698, spring. Credit TBA. Staff.

[MUSIC 785–786 History of Music Theory]

785, fall; 786, spring. 4 credits each term.
Not offered 2001–2002.]

MUSIC 787 History and Criticism

Spring. 4 credits. A. Richards.

[MUSIC 789 Liturgical Chant in the West]

Spring. 4 credits. Not offered 2001–2002.]

MUSIC 901–902 Thesis Research

901, fall; 902, spring. Up to 6 credits each term, TBA. Offered for S-U only.
Limited to doctoral students in music who have passed the Admission-to-Candidacy Exam.

NEAR EASTERN STUDIES

R. Brann, (chair) and director of Graduate Studies (fall); S. Alatout, K. Haines-Eitzen (director of Undergraduate Studies), G. Kadish, D. I. Owen, (director of the Program of Jewish Studies); D. Powers, G. Rendsburg, N. Scharf, M. Segol, S. Shoer, D. Starr, S. Toorawa, director of graduate studies (spring), M. Younes, J. Zorn
Joint faculty: M. Bernal (Emeritus)

The Department

The Department of Near Eastern Studies (360 Rockefeller Hall, 255–6275) offers courses in Near Eastern civilization including archaeology, history, religions, languages, and literatures. These course offerings treat the Near East from the dawn of history to the present and emphasize methods of historical, cultural, and literary analysis. Students are encouraged to take an interdisciplinary approach to the religions and cultures of the region and their articulation during antique, late antique, medieval, and modern times.

Distribution Requirements

Any two Near Eastern Studies history or archaeology courses at the 200, 300, or 400 level that form a reasonable sequence or combination satisfy the distribution requirement in the social sciences/history. Any two Near Eastern Studies civilization or literature courses at the 200, 300, or 400 level that form a reasonable sequence or combination satisfy the distribution requirement in the humanities. NES 197 or NES 251 plus any other Near Eastern studies course will constitute a sequence to fulfill the distribution requirement in either social sciences/history or humanities, depending on the second course used in combination with 197 or 251. All 200- or 300-level language courses may fulfill the humanities requirement.

The Major

The precise sequence and combination of courses chosen to fulfill the major is selected in consultation with the student's adviser. All majors must satisfy the following requirements (no course may be used to satisfy two requirements; S-U options not permitted):

- Qualification in two Near Eastern languages or proficiency in one.
- Nine three- or four-credit NES courses, which must include the following:
 - NES 197 or 251.
 - Two 200-level NES survey courses, one whose chronological parameters fall within the period 3000 B.C.E. to 600 C.E., and one whose chronological parameters fall within the period 600 C.E. to the present. The following are examples (a complete list can be obtained in the department office):

3000 B.C.E. to 600 C.E.
NES 223, Introduction to the Hebrew Bible

NES 261, Ancient Seafaring

NES 229, Introduction to the New Testament

NES 295, Introduction to Christian History

600 C.E. to the present

NES 234, Arabs and Jews: Cultures in Confluence and Conflict: The Pre-Modern Period

NES 235, Arabs and Jews: The Modern Period

NES 250, Muhammad and Mystics in the Literatures of the Islamic World

NES 258, Islamic History 1258-1914

NES 294, Modern History of the Near East

- At least two NES courses at the 300 level or above (one of which may be NES 301, 302, 311, or 312).

Prospective majors should discuss their plans with the director of undergraduate studies before formally enrolling in the department. To qualify as a major, a cumulative grade average of C or better is required.

Honors. Candidates for the degree of Bachelor of Arts with honors in Near Eastern Studies must fulfill the requirements of the appropriate major study and enroll in the honors course, NES 499, in the fall and spring semesters of their senior year. For admission to the honors program, candidates must have a cumulative average of B+ or better and have demonstrated superior performance overall in Near Eastern Studies courses. After consulting their major adviser, candidates should submit an outline of their proposed honors work to the department **during the second semester of their junior year.**

Study abroad. Near Eastern Studies majors may choose to study in the Near East during their junior year. There are various academic programs in the countries of the Near East that are recognized by the Department of Near Eastern Studies and that allow for the transfer of credit. Archaeological field work on Cornell-sponsored projects in the Near East may also qualify for course credit.

First-Year Writing Seminars

For descriptions, consult the John S. Knight Institute brochure for times, instructors, and descriptions.

Language Courses

NES 101-102 Elementary Modern Hebrew I and II (also JWST 105-106)

101, fall; 102, spring. 6 credits each term.

NES 102 satisfies the language qualification. Prerequisite for NES 102: 101 or permission of instructor. Enrollment limited to 17 students in each section. S. Shoer.

Intended for beginners. This course provides a thorough grounding in reading, writing, grammar, oral comprehension, and speaking. Students who complete the course are able to function in basic situations in a Hebrew-speaking environment.

NES 105-106 Elementary Hindi-Urdu (also HINDI 101-102)

Fall, spring. 6 credits each term.

M. Farooqi.

For description, see HINDI 101-102.

NES 107 Introduction to Urdu Script (also HINDI 125)

Spring. 1 credit. M. Farooqi.

For description, see HINDI 125.

NES 111-112 Elementary Arabic I and II

111, fall; 112, spring. Enrollment limited to 17 in each session. 6 credits each term.

NES 112 satisfies the language qualification. NES 111 is prerequisite for 112, or permission of instructor. M. Younes.

The course provides a thorough grounding in all language skills: listening, speaking, reading, and writing. It starts with spoken Arabic and gradually integrates Modern Standard Arabic in the form of listening and reading texts. Emphasis is on learning the language through using it in meaningful contexts. Students who successfully complete the two-semester sequence are able to: (1) understand and actively participate in simple conversations involving basic practical and social situations (introductions, greetings, school, home and family, work, simple instructions, etc.); (2) read Arabic material of limited complexity and variety (simple narrative and descriptive texts, directions, etc.); (3) write notes and short letters describing an event or a personal experience. An important objective of the course is to familiarize students with basic facts about the geography, history, and culture of the Arab world.

[NES 123-124 Elementary Biblical Hebrew I & II (also JWST 123-124, RELST 123-124)]

123, fall; 124, spring. 3 credits each term.

NES 124 satisfies the language qualification. Enrollment limited to 17 students. Not offered 2001-2002. Staff.

The course is intended to develop basic proficiency in reading the Hebrew Bible. The first semester emphasizes introductory grammar and vocabulary. The second semester focuses on reading selected passages in the Hebrew Bible, with further development of vocabulary and grammar.]

NES 133-134 Qur'anic and Classical Arabic

133, fall; 134, spring. 4 credits each semester. M. Younes.

This course is designed for students who are interested in reading the language of the Qur'an and *Hadiths* (Sayings of the Prophet) with accuracy and understanding. Authentic texts in the form of chapters from the Qur'an and *Hadiths* are presented and analyzed, and basic grammatical structures are discussed, explained, and practiced systematically. Interested students are encouraged to memorize excerpts from the texts. At the end of the two-semester sequence, the successful student has mastered a working vocabulary of over 1,000 words, correct pronunciation, and the most commonly used grammatical structures. In addition, the course provides the student with a firm foundation on which to build an advanced study of Classical Arabic.

NES 201-202 Intermediate Modern Hebrew I and II (also JWST 201-202) @

201, fall; 202, spring. Enrollment limited to 15 students in each section. 4 credits each term.

NES 201 provides language proficiency. Prerequisites for NES 201, 202 or permission of instructor; for NES 202, 201 or permission of instructor. N. Scharf.

A sequel to NES 101-102. Continued development of reading, writing, grammar, oral comprehension, and speaking skills. The course introduces Hebrew literature and Israeli culture through the use of texts and audio-visual materials.

NES 211-212 Intermediate Arabic I and II @

211, fall; 212, spring. Enrollment limited to 15 students in each section. 4 credits each term. *NES 211 provides language proficiency.* Prerequisites: for NES 211, one year of Arabic or permission of instructor; for NES 212, 211 or permission of instructor. M. Younes.

A sequel to NES 111-112. Continued development of the four language skills through extensive use of graded materials on a wide variety of topics. Increasing attention is given to developing native-like pronunciation and grammatical accuracy, but the main focus is on developing communication skills. The student who successfully completes 212 is able to: (1) understand and express himself or herself in Arabic in situations beyond the basic needs; (2) read and comprehend written Arabic of average difficulty; (3) write a letter, a summary of a report, or a reading selection. An appreciation of Arabic literature and culture is sought through the use of authentic materials.

NES 301-302 Advanced Modern Hebrew I and II (also JWST 301-302) @ (IV)

301, fall; 302, spring. Limited to 15 students. 4 credits each term. Prerequisite for NES 301: 202 or equivalent, with permission of instructor. Prerequisite for NES 302: 301 or equivalent, with permission of instructor. This sequence may be used to fulfill the humanities distribution requirement in literature. N. Scharf.

Advanced study of Hebrew through the analysis of literary texts and expository prose. This course employs a double perspective: language is viewed through literature and literature through language. Students develop composition skills by studying language structures, idioms, and various registers of style.

NES 311 Advanced Arabic I @ (IV)

Fall. 4 credits. Prerequisite: NES 212 or permission of instructor. Limited to 15 students. D. Starr.

Students are introduced to authentic, unedited Arabic language materials ranging from poems, short stories, and plays to newspaper articles dealing with social, political, and cultural issues. Emphasis is on developing fluency in oral expression through discussions of issues presented in the reading selections. A primary objective of the course is the development of writing skills through free composition exercises in topics of interest to individual students.

NES 312 Advanced Arabic II @ (IV)

Spring. 4 credits. Limited to 15 students.

Prerequisite: NES 311, or permission of instructor. S. Toorawa.

This course is a continuation of NES 311 using similar but more challenging materials. There is more focus on the writing skills, the development of native-like pronunciation, and accurate use of grammatical structures than in NES 311. Each student is required to make an oral presentation in Arabic on a topic of his/her choice and submit a written version of the presentation.

NES 313 Classical Arabic Texts (also RELST 313) # @ (IV)

Fall. 4 credits. Prerequisite: NES 212 or equivalent. D. Powers.

This course will introduce students to different genres of literary-Arabic. We read, translate and discuss selected texts written in classical

and modern standard Arabic. Review of morphology and grammar.

[NES 330-331 Hieroglyphic Egyptian I and II @ # (IV)]

330 fall; 331 spring. 4 credits. Not offered 2001-2002. Staff.]

[NES 333-334 Elementary Akkadian I & II (also NES 633-634) @ # (IV)]

333, fall; 334, spring. 4 credits each term. Prerequisite for NES 334: 333 or permission of instructor. Prerequisite for NES 634: 633 or permission of instructor. Not offered 2001-2002. D. I. Owen.

An introduction to the Semitic language of the Akkadians and Babylonians of ancient Mesopotamia. Utilizing the inductive method, students are rapidly introduced to the grammar and the cuneiform writing system of Akkadian through selected readings in the Code of Hammurapi, the Descent of Ishtar, and the Annals of Sennacherib. Secondary readings in comparative Semitic linguistics, the position of Akkadian in the family of Semitic languages and on the history and culture of Mesopotamia provide a background for study of the language. Knowledge of another Semitic language is helpful but not essential.]

[NES 337-338 Ugaritic I & II (also NES 637-638) @ # (IV)]

337, fall; 338, spring. 4 credits. Prerequisite: knowledge of another Semitic language (preferably Hebrew). Not offered 2001-2002. G. Rendsburg.

Study of the language and literature of ancient Ugarit, an important site in northern Canaan. Special attention is paid to the relationships between Ugaritic and Hebrew and between Canaanite literature and the Bible.]

[NES 416 Structure of the Arabic Language (also LING 416)]

Spring. 4 credits. Prerequisite: NES 112 or one year of Arabic. Not offered 2001-2002. M. Younes.]

NES 420 Readings in the Hebrew Bible (also JWST 420, RELST 420) @ # (IV)

Fall. 4 credits. Prerequisite: 1 year of biblical or modern Hebrew. Course may be repeated for credit. R. Brann.

An advanced course in reading selected portions of the Hebrew Bible. Emphasis is placed on the philological method, with attention to literary, historical, and comparative concerns.

[NES 433 Introductory Sumerian I (also NES 631) @ # (IV)]

Fall. 4 credits each semester. Prerequisite: permission of instructor. Not offered 2001-2002. D. I. Owen.

This course consists of an introduction to the Sumerian cuneiform script and grammar of the third millennium B.C.E. Readings in selected Sumerian economic, legal, and historical inscriptions, a basic introduction to Sumerian grammar and script, linguistic connections, and a survey and discussion of Sumerian civilization and culture. Students who have taken or plan to take Akkadian, Hebrew, or Hittite linguistics or are otherwise interested in the history of language should consider this course.]

[NES 434 Introductory Sumerian II (also NES 632) @ # (IV)]

Spring. 4 credits each semester. *Satisfies language qualification.* Prerequisite: NES 433/631. Not offered 2001-2002.

D. I. Owen.

Continued study of Sumerian grammar and syntax; further readings in selected Sumerian economic, legal, and historical inscriptions of the late third millennium B.C.E.; additional discussion of Sumerian civilization and culture.]

[NES 435 Aramaic I @ # (IV)]

Fall. 4 credits. Prerequisite: knowledge of Hebrew. Enrollment limited to 15 students. Not offered 2001-2002. G. Rendsburg.

A panoply of Aramaic materials is read during the course, including selections from ancient Aramaic inscriptions, the biblical books of Ezra and Daniel, Qumran texts, and the Targumim. Explanations of grammar, syntax, and vocabulary are based on the linguistic data which occur in the readings.]

NES 622 Old Avestan (also LING 629)

Fall and spring. 4 credits. Prerequisite: LING 621. M. Weiss.

For description, see LING 629.

NES 623 Comparative Grammar of Anatolian

Spring. 4 credits. M. Weiss.

For description, see LING 620.

[NES 631 Introductory Sumerian I (also NES 433)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.

D. I. Owen.

For description, see NES 433 under Near Eastern Languages.]

[NES 632 Introductory Sumerian II (also NES 434)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.

D. I. Owen.

For description, see NES 434 under Near Eastern Languages.]

[NES 633-634 Elementary Akkadian I and II (also NES 333-334)]

633, fall; 634, spring. 4 credits each term. Prerequisite for NES 634: 633 or permission of instructor. Not offered 2001-2002.

D. I. Owen.

An introduction to the Semitic language of the Akkadians and Babylonians of ancient Mesopotamia. Utilizing the inductive method, students are rapidly introduced to the grammar and the cuneiform writing system of Akkadian through selected readings in the Code of Hammurapi, the Descent of Ishtar, and the Annals of Sennacherib. Secondary readings in comparative Semitic linguistics, the position of Akkadian in the family of Semitic languages and on the history and culture of Mesopotamia provide the background for the study of the language. Knowledge of another Semitic language helpful but not essential.]

[NES 637-638 Ugaritic I & II (also NES 337-338)]

637, fall; 638, spring. 4 credits. Prerequisite: knowledge of another Semitic language (preferably Hebrew). Not offered 2001-2002. G. Rendsburg.

Study of the language and literature of ancient Ugarit, an important site in northern Canaan. Special attention is paid to the relationships between Ugaritic and Hebrew and between Canaanite literature and the Bible.]

Archaeology

[NES 261 Ancient Seafaring (also ARKEO 275, JWST 261) @ # (III)]

Fall. 3 credits. Enrollment limited to 80 Students. Not offered 2001-2002.

D. I. Owen.

A survey of the history and development of archaeology under the sea. Considers the role of nautical technology and seafaring among the maritime peoples of the ancient Mediterranean world—Canaanites, Minoans, Mycenaeans, Phoenicians, Hebrews, Greeks, and Romans—as well as the riverine cultures of Mesopotamia and Egypt. Evidence for maritime trade, economics, exploration and colonization, and the role of the sea in religion and mythology is examined.]

NES 263 Introduction to Biblical History and Archaeology (also ARKEO 263, JWST 263, and RELST 264) @ # (III)]

Spring. 3 credits. Enrollment limited to 50 students. J. Zorn.

A survey of the principal archaeological developments in Canaan/Israel from the Neolithic period (ca 9000 B.C.E.) to the Babylonian Exile (586 B.C.E.). Includes an introduction to archaeological methodology used in the reconstruction of ancient cultures, as well as the basic bibliography of the field. Emphasis is placed on the use of archaeological data for understanding major problems in Israelite history and archaeology: such as the dating of the cultural milieu of the patriarchs, the dating and geographical setting of the Exodus and the Israelite conquest, and the origin and history of the Philistines. Special lectures are devoted to topics such as: warfare, cult, food production and storage, writing, and water systems. Recommended for students planning to participate in excavations in Israel.

NES 268 Ancient Egyptian Civilization (also JWST 268, ARKEO 268) @ # (III or IV)]

Spring. 3 credits. G. Kadish.

The course surveys the history and culture of pharaonic Egypt from its prehistoric origins down to the conquest by Alexander the Great. Within a chronological framework, the following themes and topics are considered: the development of the Egyptian state (monarchy, administration, ideology); social organization (class, gender and family, slavery); economic factors; empire and international relations; science and technology; and such cultural factors as religion, literature, writing, art and architecture. There is considerable use of ancient texts in translation and slides. This is basically a lecture course, but there is opportunity for questions and clarifications.

NES 360 The Origins of Mesopotamian Civilization (also JWST 360, ARKEO 360) @ # (III or IV)]

Fall. 4 Credits. D. I. Owen.

An introduction to the language, literature, history, culture and archaeology of Syro-Mesopotamia in the fourth and third millennia B.C.E. The course focuses on Sumerian civilization from its emergence in the archaeological record in the fourth millennium until its disappearance around 2000 B.C.E. In addition, it emphasizes the parallel development of the Semitic peoples in Syria (Eblaites) and upper Mesopotamia (Akkadians). A special feature of the course will be a basic introduction to the Sumerian language

utilizing original cuneiform tablets in the collection of the Department of Near Eastern Studies.

NES 361 Sumerian Language and Culture (also JWST 361, ARKEO 361) @ # (IV)

Spring. 4 credits. D. I. Owen.

A continuation of NES 360, the course focuses on a more intense introduction to Sumerian language and grammar with additional readings in literature in translation. Particular emphasis is placed on the reading and interpretation of original texts from the Cornell collection and their use in the reconstruction of Mesopotamian history and culture in the third millennium.

(NES 366 The History and Archaeology of the Ancient Near East (also ARKEO 366, JWST 366) @ # (III or IV)

Fall. 4 credits. Prerequisite: ARKEO 100 or permission of instructor. Not offered 2001-2002. D. I. Owen.

A survey of the history and archaeology of the major civilizations of the Near East from the Persian Gulf to Syria and Anatolia. The course covers the time span from the prehistoric period to the Persian conquest. Sumerian, Babylonian, Eblaite, Elamite, West Semitic, Assyrian, and Persian cultures are discussed with particular emphasis on indigenous development and cross-cultural contacts.]

Civilization

(NES 197 Introduction to Near Eastern Civilization (also JWST 197 and RELST 197) @ # (IV)

Fall. 3 credits each term. Not offered 2001-2002. D. I. Owen.]

(NES 244 Introduction to Ancient Judaism (also JWST 244 and RELST 244) @ # (III or IV)

Spring. 3 credits. Not offered 2001-2002. G. Rendsburg.

This course focuses on the development of Judaism as a religion and as a civilization in antiquity. Particular emphasis is placed on theological development culminating in monotheism, the role of the covenant, law and society, sacrifice and prayer as modes of worship, and similar topics. Jewish civilization is placed within the context of ancient civilizations (Canaan, Egypt, Babylon, Persia, Greece, Rome). Texts studied include selections from the Bible, the Apocrypha, the Dead Sea Scrolls, Josephus, and the Mishnah. All readings are in English translation.]

NES 246 Jewish Mysticism (Also RELST 246, JWST 246) @ # (IV)

Fall. 3 credits. M. Segol.

This course introduces students to the body of Jewish Mystical literature—the Kaballah. In this course we study the Kaballah as a literary canon, reading, considering, and analyzing a selection of the core works from the five major periods of Jewish mystical thought. While we survey mystical traditions from the Talmudic period through modernity, the central focus is on the rich medieval stream known as kabbalah. Among the issues explored are: the nature of mystical experience; images of God, world, and Person; sexual and gender symbolism (images of the male and female); constructions of body, mind, and spirit; the problem of evil; problems presence and absence; mysticism, language, and silence; mysticism and

community; meditative and ecstatic practices (ranging from visualization to chant, letter combination to modulated breathing); kabbalistic myth and ritual innovation; and kabbalistic interpretations of history. Readings consist of selections from primary sources coupled with complementary selections from Jewish history, comparative religion, and other relevant disciplines. The course is taught in English, and all works are studied in translation.

(NES 251 Judaism, Christianity, and Islam (also JWST 251, RELST 251) @ # (IV)

Fall. 3 credits. Not offered 2001-2002. R. Brann and K. Haines-Eitzen.]

NES 255 Introduction to Islamic Civilization (also HIST 253, RELST 255) @ # (III or IV)

Fall. 3 credits. D. Powers.

We consider the major themes of Islamic civilization as they developed from the lifetime of Muhammad until the twentieth century. While the readings provide the student with the chronology of Islamic History, lectures are devoted to an analysis of thematic units, such as art and architecture, science and cities. The class meets three times weekly, and the classroom format is that of a lecture/discussion in which students are encouraged to participate actively. Lectures are accompanied by slide presentations, when appropriate.

(NES 281 Gender and Society in the Muslim Middle East (also RELST 281, WOMNS 281) @ (III)

Spring. 3 credits. Not offered 2001-2002. Staff.]

(NES 291 Arab Society and Culture (III)

Fall. 3 credits. Enrollment limited to 25 students. Not offered 2001-2002. M. Younes.

The focus of this course is Arab society in the twentieth century. We start with a definition of the term "Arab" and address the issue of whether there is one or several Arab nations. This is followed by a detailed examination of the following topics: the role of religion, history, and language in shaping modern Arab society; Arab identity and the development of Arab nationalism; the Arab-Israeli conflict; the conflict between secular and religious movements; the political systems of the different Arab countries; ethnic and religious groups; the distribution of resources (the super-rich and the destitute) and resulting conflicts; education; and finally the family and the status of women. No prior knowledge of Arabic is required.]

NES 339 Islamic Spain: Culture and Society (also JWST 339, COM L 334, RELST 334, SPAN L 339/699, NES 639) @ # (IV)

Fall. 4 credits. R. Brann.

This course examines the culture and society of al-Andalus (Islamic Spain) from 711, when Islam arrived in Iberia, until 1492 and the demise of Nasrid Granada. Through extensive discussion and analysis of Arabic, Latin, and Hebrew primary documents and literary texts of various genres (in translation), the course challenges ideological bases of conventional thinking regarding the social, political, and cultural identity of medieval "Spain." Among other things, the class investigates the origins of lyric poetry, the relationships among the various confessional and ethnic communities

in al-Andalus and the problems involved in Mozarabic Christian and Andalusí Jewish subcultural adaptations of Andalusí Arabo-Islamic culture.

(NES 351 Law, Society, and Culture in the Middle East, 1200-1500 (also NES 651, RELST 350, HIST 372/852) @ # (III)

Fall. 4 credits. Enrollment limited to 25 students. Not offered 2001-2002. D. Powers.

After surveying the historical development of Islamic Law, the seminar focuses on the structure and function of the Islamic legal system in the thirteenth, fourteenth, and fifteenth centuries, using legal documents, judicial opinions, and court cases (all in English translation) to elicit major themes and issues; (e.g., the Marital regime, women and property, social hierarchies, law, and the public sphere.)

NES 357 Islamic Law and Society (also RELST 356) @ # (III)

Spring. 4 credits. D. Powers.

The *Shari'ah*, or sacred law of Islam, embodies the totality of God's commands that regulate the life of every Muslim in all its aspects. The *Shari'ah* comprises on an equal basis ordinances regarding worship and ritual as well as political and, in Western terms, strictly legal rules. This course examines the relationship between the *Shari'ah* and the major social, economic, and political institutions of Islamic society. Topics discussed include the status of women, slaves, and non-Muslims; attitudes toward the economy and the arts; the significance of *jihad* (holy war); the nature of the Muslim city; and the relationship between the religious establishment and the government. Attention is given to the function of the *Shari'ah* in the modern world, with special reference to the problems and challenges of legal reform.

(NES 363 Society and Law in the Ancient Near East (also JWST 363) @ # (III)

Fall. 4 credits. Not offered 2001-2002. Staff.]

(NES 371 A Mediterranean Society, and Its Culture: The Jews and Judaism under Classical Islam (also JWST 371, RELST 371, COM L 371) @ # (IV)

Spring. 4 credits. Not offered 2001-2002. R. Brann.

The Jewish encounter with Islamic civilization (tenth through thirteenth centuries) reshaped the conditions of Jewish existence in Mediterranean lands and redefined the culture and world-view of rabbinic Judaism. The seminar studies these transformations by learning how to read travelers accounts and documentary materials (personal correspondence, court records, economic and communal registers) preserved in the so-called "Cairo Genizah." We also examine selected texts produced by and for the benefit of Jewish literary and religious intellectuals, such as Saadiah Gaon, Solomon ibn Gabirol, Judah Halevi, and Moses Maimonides.]

(NES 464 The Herodotean Moment (also GOVT 454, HIST 454) @ (III)

Spring. 4 credits. Not offered 2001-2002. M. Bernal.]

[NES 639 Islamic Spain: Culture and Society (also NES 339, JWST 339, COM L 334, RELST 334, SPAN L 339/699)]

Fall. 4 credits. Not offered 2001–2002.
R. Brann.

This course examines the culture and society of al-Andalus (Islamic Spain) from 711, when Islam arrived in Iberia, until 1492 and the demise of Nasrid Granada. Through extensive discussion and analysis of Arabic, Latin, and Hebrew primary documents and literary texts of various genres (in translation), the course challenges ideological bases of conventional thinking regarding the social, political, and cultural identity of medieval "Spain." Among other things, the class investigates the origins of lyric poetry, the relationships among the various confessional and ethnic communities in al-Andalus and the problems involved in Mozarabic Christian and Andalusí Jewish subcultural adaptations of Andalusí Arabo-Islamic culture.]

[NES 651 Law, Society and Culture in the Middle East, 1200–1500 (also NES 351, RELST 350, HIST 372/652)]

Fall. 4 credits. Limited to 25 students. Not offered 2001–2002. Staff.

For description, see NES 351.]

[NES 696 Conceptualizing Cultural Contact (also GERST 696, COM L 696)]

Spring. 4 credits. Not offered 2001–2002. Staff.]

History

[NES 239 Cultural History of the Jews of Spain (also JWST 239, COM L 239, RELST 239, SPAN L 239) # (IV)]

Spring. 3 credits. Not offered 2001–2002. Staff.

A survey of the cultural history of the Jews in Spain from the late Visigothic period until the converso crisis of the fourteenth and fifteenth centuries and the Expulsion, focusing on the interaction of Jewish with Muslim and Christian cultures and the stable yet evolving sense of a "Sefardi" identity. The course establishes historical and literary-critical frames for reading primary sources in translation, including secular and synagogal poetry, philosophy and kabbalah, biblical hermeneutics, historiography, polemics, and other genres.]

[NES 261 Ancient Seafaring (also JWST 261, ARKEO 275) @ # III]

Fall. 3 credits. Not offered 2001–2002.
D. I. Owen.]

[NES 263 Introduction to Biblical History and Archaeology (also ARKEO 263, JWST 263, RELST 264) @ # III]

Spring. 3 credits. Enrollment limited to 50 students. J. Zorn.

For description, see NES 263 under Near Eastern Archaeology.

[NES 266 Jerusalem through the Ages (also JWST 266, ARKEO 266, RELST 266) @ # (III)]

Fall. 3 credits. Not offered 2001–2002.
J. Zorn.]

[NES 290 History of Zionism and the Birth of Israel (also JWST 290, HIST 267) @ (III)]

Spring. 3 credits. Not offered 2001–2002. Staff.]

[NES 294 Imagining the Modern Middle East (also JWST 294, GOVT 358, HIST 288) @ (III)]

Fall. 4 credits. Fulfills the college distribution requirement in history or the social sciences. S. Alatout.

This course traces the emergence of contemporary Middle East back to the political, social, and cultural encounters between "East" and "West". Readings bring together works in the history and politics of the Middle East as well as political theory. Themes include modernization; modern colonial encounters; nationalist responses; the postcolonial state; and Islamic, feminist, and sexual critiques of the postcolonial state.

[NES 295 Introduction to Christian History (also JWST 295, RELST 295, HIST 299) # (III or IV)]

Spring. 3 credits. Not offered 2001–2002.
K. Haines-Eitzen.

This course offers an introduction of Christianity from the apostle Paul through the seventeenth century, with an emphasis on the diversity of Christian traditions, beliefs, and practices. We explore the origins of Christianity within Judaism in the eastern Mediterranean world, the spread of Christianity, the development of ecclesiastical institutions, the rise and establishment of monasticism, and the various controversies that occupied the church throughout its history. The course draws on primary literary sources (from biblical literature to council proceedings, monastic rules, sermons, theological treatises, and biographies) as well as Christian art, inscriptions, music, and manuscripts.]

[NES 321 Heresy and Orthodoxy in Early Christianity (also RELST 321) # (IV)]

Spring. 4 credits. Limited to 17 students.
K. Haines-Eitzen.

In this course we explore the varieties of Christian thought and practice from the first through the fourth centuries. In its earliest centuries, Christianity consisted of a diverse range of movements, each of which was considered "heretical" by its opponents, one of which came to dominate all the others and so earned for itself the designation "orthodoxy." The "heresies" we study include Adoptionism, Marcionism, Gnosticism, Montanism, Arianism, and Donatism. Consideration is also given to the ways in which charges of "heresy" intersected with competing views about women in the early Church, the relationship between Judaism and Christianity, the construction of authority, and the content, function, and sacredness of early Christian books.

[NES 351 Law, Society, and Culture in the Middle East, 1200–1500 (also NES 651, RELST 350, HIST 372/652) @ # (III)]

Fall. 4 credits. Enrollment limited to 25 students. Not offered 2001–2002.
D. Powers.

After surveying the historical development of Islamic Law, the seminar focuses on the structure and function of the Islamic legal system in the thirteenth, fourteenth, and fifteenth centuries, using legal documents, judicial opinions, and court cases (all in English translation) to elicit major themes and issues; (e.g., the Marital regime, women and property, social hierarchies, law, and the public sphere).]

[NES 356 Islamic History: The Age of Ibn Khaldun (also HIST 317) @ # (III)]

Spring. 4 credits. Enrollment limited to 15 students. Prerequisite: NES 257 or equivalent. Not offered 2001–2002.
D. Powers.]

[NES 366 The History and Archaeology of the Ancient Near East (also ARKEO 366, JWST 366) @ # (III or IV)]

Fall. 4 credits. Prerequisite: ARKEO 100 or permission of instructor. Not offered 2001–2002. D. I. Owen.

For description, see Near Eastern Archaeology.]

[NES 393 Religion and Politics in the Middle East (also RELST 393) @ (III)]

Fall. 4 credits. Enrollment limited to 25 students. Not offered 2001–2002.]

[NES 395 International Relations of the Middle East (also GOVT 392) @ (III)]

Fall. 4 credits. Not offered 2001–2002.]

[NES 397 Arab Israeli Conflict (also JWST 397) (III)]

Spring. 4 credits. Enrollment limited to 50 students. Prerequisite: NES 294 or permission of instructor. Not offered 2001–2002. Staff.]

[NES 418 Seminar in Islamic History: 600–750 (also HIST 460, NES 618, RELST 418) @ # (III)]

Spring. 4 credits. Knowledge of Arabic is desirable, but not required. D. Powers.
An examination of Islamic history from 600–750, with special attention to interpretive issues relating to the career of the Prophet Muhammad; the Arab conquests, the emergence of the Caliphate, conversion to Islam, and the Abbasid revolution. Students read primary sources in English translation, especially *The History of Tabari*.

[NES 651 Law, Society, and Culture in the Middle East, 1200–1500 (also NES 351, RELST 350, HIST 372/652)]

Fall. 4 credits. Enrollment limited to 25 students. Not offered 2001–2002.
D. Powers.

For description, see NES 351.]

Literature

[NES 223 Introduction to the Hebrew Bible I (also JWST 223, RELST 223) @ # (IV)]

Fall. 3 credits. Not offered 2001–2002.
G. Rendsburg.

This is the first course of a two-semester sequence. The main goal is to introduce students to the literature of the Hebrew Bible, which is accomplished by concentrating on the Torah and the historical material in Joshua through Samuel, that is, the material which covers the period from Israel's origins through King David. Emphasis is placed on literary, historical, and theological matters. Special use is made of the numerous archaeological discoveries that have advanced our knowledge of ancient Israel. As such, the Bible is studied against the backdrop of ancient Near Eastern literature, history, religion, mythology, and law.]

[NES 224 Introduction to the Hebrew Bible II (also JWST 224, RELST 224) @ # (IV)]

Fall. 3 credits. Not offered 2001–2002.
G. Rendsburg.

This is the second of a two-semester sequence, but one does not need to take NES 223 in order to take this course. The main goal is to introduce students to the literature of the Hebrew Bible. This is accomplished by concentrating on the historical material in Kings, the books of the Prophets, and the book of Job, that is, the material which covers the period from King Solomon through the end of the biblical era. Emphasis is placed on literary, historical, and theological matters. Special use is made of the numerous archaeological discoveries that have advanced our knowledge of ancient Israel. As such, the Bible is studied against the backdrop of ancient Near Eastern literature, history, religion, and mythology. (Note: students who have taken NES 227, Introduction to the Prophets are ineligible to take this course; NES 224 is intended to replace NES 227). Students interested in a one-credit option, reading the texts covered in class in the original Hebrew, should also enroll in NES 325.]

[NES 227 The Bible and the Literature of the Ancient Near East (also JWST 227 and RELST 227) @ # (IV)]

Spring. 3 credits. Not offered 2001-2002.
J. Zorn.

The Hebrew Scriptures are a composite work containing a wide array of literary forms: historical works, prophetic texts, wisdom literature, and so on. These works themselves were compiled from an even wider assortment of text types: cosmologies, folk tales, love songs, palace records, treaties, letters, and others. These texts were not written in a cultural vacuum but find a home in the literary work of Israel's neighbors, including the Mesopotamians, Egyptians, Hittites, and others. This course examines the different literary genres found in the Hebrew Scriptures in comparison with similar material from the ancient Near East. The intent is to clarify the interpretation, dating, and purpose of the biblical material.]

[NES 229 Introduction to the New Testament (also RELST 229 and JWST 229) @ # (IV)]

Fall. 3 credits. Not offered 2001-2002.
K. Haines-Eitzen.

This course provides a literary and historical introduction to the earliest Christian writings, most of which eventually came to be included in the New Testament. Through the lens of the gospel narratives and earliest Christian letters, especially those of Paul, the course explores the rich diversity of the early Christian movement, from its Jewish roots in first century Palestine through its development and spread to Asia Minor and beyond. Careful consideration is given to the political, economic, social, cultural, and religious circumstances that gave rise to the Jesus movement, as well as those that facilitated the emergence of various manifestations of early Christian beliefs and practices. (Students who have had at least one year of Greek and would like to participate in a one-credit, New Testament Greek reading weekly seminar should also enroll in NES 329).]

NES 235 Jews and Arabs in Conflict: The Modern Period (also JWST 235) @ (III)]

Spring. 3 credits. D. Starr.

This course traces the history and representations of Arab-Jewish relations from the late 19th Century to the present. The majority of class time is devoted to discussing literary works and films by Jews from Arab countries,

Israelis from a variety of backgrounds, Palestinians including Palestinians in Israel, under Israeli occupation, and in the diaspora and Arabs representing a variety of other nationalities. Primary source documents and critical studies provide the historical, cultural, and political frameworks for our discussions. Topics covered include: Zionism, Arab nationalism, minority relations, establishment of the State of Israel, Palestinian dispersion, Arab-Israeli wars, terrorism, peace negotiations, establishment of the Palestinian Authority, post-Zionism, and normalization.

[NES 236 Israel: Literature and Society (also JWST 236, COM L 246) @ (IV)]

Fall. 3 credits. Not offered 2001-2002.
Staff.]

NES 239 Cultural History of the Jews of Spain (also JWST 239, COM L 239, RELST 239, SPAN L 239) # (IV)]

Spring. 3 credits. M. Segol.

For description, see NES 239 under Near Eastern History.

[NES 250 Muhammad and Mystics in the Literatures of the Islamic World (also RELST 254, COM L 250) @ (IV)]

Spring. 3 credits. Not offered 2001-2002.
S. Toorawa.

The life of the Prophet Muhammad and the teachings of Muslim mystics (sufis) have provided material and inspiration for numerous writers of the Islamic world. We use our readings, in English translation, of works in Arabic, Malay, Panjabi, Persian, Swahili, Turkish, and Urdu, to help us interrogate the ways in which Muhammad, mystics, and mysticism have shaped religion, literature, and society.]

NES 256 Introduction to the Q'uran (also COM L 256, RELST 213 and JWST 256) @ # (IV)]

Spring. 3 credits. S. Toorawa.

In 7th century Arabia, a merchant by the name of Muhammad shared with his followers the Book of God as revealed to him through the archangel Gabriel. That book is now a source of spiritual guidance and law for over a billion people the world over. In this course, a literary, historical and religious introduction to the Quran, we explore: the circumstances of the Quran's revelation; its written compilation; its narrative structure; its major themes; its connections to and departures from the Hebrew Bible and the New Testament; Quranic commentary; translation and the problems associated with it; the impact of the Quran on political and religious thought; and the influence of the Quran on literature.

[NES 299 Hebrew Bible and Arabic Qur'an in Comparative Perspective (also RELST 299, COM L 299, JWST 299) @ # (IV)]

Spring. 3 credits. Not offered 2001-2002.
R. Brann.

This course examines (in translation) the Hebrew Bible and Arabic Qur'an as foundational documents of their respective religious traditions and as the texts by which their corresponding religious communities came to constitute and define themselves. The approach in this course is comparative, analyzing literary aspects of the parallel narrative traditions on Creation, the Noah story, Abraham/Ibrahim and his sons, the Joseph/Yusuf cycle, as well as postbiblical and Islamic elaborations of the Solomon/Sheba material. The class also discusses the concepts of revelation, prophethood, community, and

notions of history, eschatology, and apocalypse set forth in the Hebrew Bible and Arabic Qur'an. The problematic nature of revealed scripture in monotheistic religion and the limited relevance of the idea of "influence" in the Near Eastern context is also studied.]

NES 313 Classical Arabic Texts (also RELST 313) @ # (IV)]

Fall. 4 credits. Prerequisite: NES 212 or equivalent. D. Powers.

[NES 319 Crime and Conflict in the Modern Arabic Novel (also COM L 319) @ (IV)]

Fall. 4 credits. Not offered 2001-2002.
S. Toorawa.

In this course we read seven modern Arabic novels in translation in which the themes of crime and conflict are uppermost, including Nobel Laureate Naguib Mahfouz's *The Thief and the Dogs*, Nawal El Saadawi's *Woman at Point Zero*, and Rachid El Daif's *Dear Mister Kawabata*. We complement the readings with three films.]

[NES 320 Women in the Hebrew Bible (also JWST 320, WOMNS 322) @ # (IV)]

Spring. 3 credits. Not offered 2001-2002.
G. Rendsburg.

This course features stories about women in the Hebrew Bible. Through literary readings of these texts we attempt to understand the portrayal of women (characteristics and roles assigned by male writers); the social reality represented; and the role of narrative in the promotion of ideologies. All texts in English translation. Hebrew texts optional.

There is a one-credit option for students who wish to meet 1 hour/week to read the texts in the Hebrew original (NES 326).]

[NES 323 Reinventing Biblical Narrative (also JWST 323, RELST 323) @ # (IV)]

Spring. 4 credits. Not offered 2001-2002.
K. Haines-Eitzen.

Narratives, particularly sacred narratives, are not static or fixed but rather infinitely flexible and malleable. Subject to multiple retellings—elaborations, modifications, and deletions—narratives take on lives of their own even after they come to be written down. What happens to sacred stories when they are heard and read by different communities of interpreters? This is the broad question at the heart of this course, which explores the diverse interpretations of biblical narratives—especially the stories and characters in the book of Genesis—found Jewish and Christian literature from the second century B.C.E. through the third century C.E. Writers like the Hellenistic Jewish philosopher Philo and the Jewish historian Josephus, bodies of literature like Jewish and Christian pseudepigrapha and apocrypha, the New Testament, gnostic literature, early rabbinic literature, and patristic writers are sources we investigate in this class.]

[NES 325 Introduction to the Hebrew Bible—Seminar (also JWST 325, RELST 318)]

Fall. 1 credit. Not offered 2001-2002.
G. Rendsburg.

This is a one-credit option for students who wish to meet one day each week to read the texts covered in class in the original Hebrew. Must be concurrently enrolled in NES 223 or NES 224.]

[NES 326 Women in the Hebrew Bible—Seminar (also JWST 326, WOMNS 326)]

Spring. 1 credit. Not offered 2001–2002.
G. Rendsburg.

This is a one-credit option for students who wish to meet one hour each week to read the texts in the Hebrew original. Must be concurrently enrolled in NES 320.]

[NES 328 Gnosticism and Early Christianity (also JWST 328, RELST 330) @ # (IV)]

Spring. 4 credits. Not offered 2001–2002.
K. Haines-Eitzen.

An in-depth exploration of early Christian Gnosticism—its literatures, beliefs, and practices. Early Christian Gnosticism came to be considered heretical by early proto-orthodox Church Fathers. In this course, however, we do not simply read the condemnations written by the opponents of gnostic thought; rather, we focus our attention on reading (in English translation) substantial portions of the texts written by the Gnostics themselves and found at Nag Hammadi, Egypt, in 1945. We explore gnostic ideas about the world, creation, salvation, God, humanity, and the human body, while also attending to issues of gender, asceticism, and scriptural interpretation as they intersect with gnostic thought. To set gnostic literature within a socio-historical context, we discuss other relevant ancient texts and scholarly theories about the Jewish and Hellenistic roots of early Christian Gnosticism.]

[NES 329 Intro to the New Testament—Seminar (also JWST 329, RELST 329)]

Fall. 1 credit. Prerequisite: concurrent enrollment (or past enrollment) in NES 229 and 1 year of ancient Greek. Not offered 2001–2002. K. Haines-Eitzen.

A weekly seminar that may be taken in addition to NES 229. The seminar provides an opportunity to read portions of the New Testament and other early Christian writings in Greek. We work on grammatical and textual issues as well as other problems related to translations.]

NES 339 Islamic Spain: Culture and Society (also JWST 339, COM L 334, RELST 334, SPAN L 339/699) @ # (IV)

Fall. 4 credits. R. Brann.

For description, see NES Civilization.

NES 394 Gender, Sexuality, and the Body in Early Christianity (also RELST 394, WOMNS 394, JWST 394) # (IV)

Spring. 4 credits. K. Haines-Eitzen.

Beliefs about gender, sexuality, and the human body were remarkably interwoven with political, religious, and cultural disputes in early Christianity. In this course we explore the construction and representation of gender, sexuality, and the body in various forms of Christianity from the first century through the fourth. Asceticism and celibacy, veiling and unveiling, cross-dressing and Gnostic androgyny, marriage and childbirth, and homosexuality are among the topics considered, and our sources range from the New Testament, early Christian apocrypha, martyrologies, and patristic writings to Greek medical texts, Jewish midrash, Roman inscriptions, and Egyptian erotic and magical spells. Current interdisciplinary and theoretical studies on gender, ideology, sexuality, and power aid us in developing our analytical approaches to the ancient materials.

NES 400 Seminar in Advanced Hebrew (also JWST 400) @

Fall. 4 credits. Prerequisite: NES 302/JWST 302 or permission of instructor. Enrollment limited to 15 students. The course may be repeated for credit with permission of instructor. N. Scharf.

Continuation of work done in NES/JWST 302, with less emphasis on the study of grammar. We will read and discuss texts of cultural relevance, using articles published in Israeli newspapers and works by authors in each of the three principal genres: poetry, theater, and novels.

NES 401 Topics in Modern Hebrew Literature

Spring. 4 credits. D. Starr.

For description, see department.

NES 409 Seasons of Migration (also JWST 409, RELST 409) @ # (IV)

Fall. 4 credits. S. Toorawa.

For description, see S HUM 409.

NES 420 Readings in the Hebrew Bible (also JWST 420 and RELST 420) @ # (IV)

Fall. 4 credits. Prerequisite: 1 year of biblical or modern Hebrew. Course may be repeated for credit. R. Brann.

An advanced course in reading selected portions of the Hebrew Bible. Emphasis is placed on the philological method, with attention to literary, historical, and comparative concerns.

[NES 421 Readings in Biblical Hebrew Poetry (also JWST 421, RELST 421) @ # (IV)]

Fall. 4 credits. Prerequisite for NES 421: 1 year of Biblical or Modern Hebrew. Course may be repeated for credit. Not offered 2001–2002. G. Rendsburg.

Advanced course in reading selected poems of the Hebrew Bible. Chapters studied include various Psalms, parts of the Book of Job, various prophetic speeches, and early compositions such as Genesis 49 and Judges 5. Emphasis is placed on the philological method, with attention to literary, historical, and comparative concerns as well.]

[NES 639 Islamic Spain: Culture and Society (also NES 339, JWST 339, COM L 334, RELST 334, SPAN L 339/699)]

Fall. 4 credits. Not offered 2001–2002.
R. Brann.

This course examines the culture and society of al-Andalus (Islamic Spain) from 711, when Islam arrived in Iberia, until 1492 and the demise of Nasrid Granada. Through extensive discussion and analysis of Arabic, Latin, and Hebrew primary documents and literary texts of various genres (in translation), the course challenges ideological bases of conventional thinking regarding the social, political, and cultural identity of medieval "Spain." Among other things, the class investigates the origins of lyric poetry, the relationships among the various confessional and ethnic communities in al-Andalus and the problems involved in Mozarabic Christian and Andalusí Jewish subcultural adaptations of Andalusí Arabo-Islamic culture.]

NES 491–492 Independent Study, Undergraduate Level

Fall and spring. Variable credit. Prerequisite: permission of instructor. Staff.

NES 499 Independent Study, Honors

Fall and spring. Variable credit. Prerequisite: permission of instructor. Staff.

NES 691–692 Independent Study: Graduate Level

Fall and spring. Variable credit. Prerequisite: permission of instructor. Staff.

The Program of Jewish Studies

The Program of Jewish Studies encompasses a broad spectrum of disciplines that includes civilization, history, language, literature, philology, archaeology and religion. The program offers students the opportunity to take a wide variety of courses in Jewish Studies whose subjects are not represented in the Department of Near Eastern Studies. Students interested in planning a program in Jewish Studies should consult with the director, Professor David I. Owen, 360 Rockefeller Hall. For complete listings and descriptions, see Program of Jewish Studies under "Special Programs and Interdisciplinary Studies."

JWST 105–106 Elementary Modern Hebrew I and II (also NES 101–102)

105, fall; 106, spring. 6 credits each term. Enrollment limited to 15 students. *JWST 106 satisfies language qualification.* S. Shoer.

JWST 201–202 Intermediate Modern Hebrew I and II (also NES 201–202) @

201, fall; 202, spring. 4 credits. Enrollment limited to 15 students. *JWST 201 satisfies language qualification.* N. Scharf.

JWST 235 Jews and Arabs in Conflict: The Modern Period (also NES 235) @ (III)

Spring. 3 credits. D. Starr.
For description, see NES 235.

JWST 239 Cultural History of the Jews of Spain (also NES 239, COM L 239, RELST 239, SPAN L 239) # (IV)

Spring. 3 credits. M. Segol.
For description, see NES 239.

JWST 246 Jewish Mysticism (also RELST 246 and NES 246) @ # (IV)

Fall. 3 credits. M. Segol.
For description, see NES 246.

JWST 256 Introduction to the Q'uran (also RELST 256 and NES 256) @ # (IV)

Spring. 3 credits. S. Toorawa.
For description, see NES 256.

JWST 263 Introduction to Biblical History and Archaeology (also NES 263, ARKEO 263, RELST 264) @ # (III)

Spring. 3 credits. J. Zorn.
For description, see NES 263.

JWST 268 Ancient Egyptian Civilization (also NES 268, ARKEO 268) @ # (III or IV)

Spring. 3 credits. G. Kadish.
For description, see NES 268.

JWST 301–302 Advanced Modern Hebrew I and II (also NES 301–302) @ (IV)

301, fall; 302, spring. 4 credits. N. Scharf.
For description, see NES 301–302.

JWST 339 Islamic Spain: Culture and Society (also RELST 334, SPANL 339, COM L 334, and NES 339) @ # (IV)

Fall. 4 credits. R. Brann.
For description, see NES 339.

JWST 360 Origins of Mesopotamian Civilization (also NES 360 and ARKEO 360) @ # (III or IV)

Fall. 4 credits. D. I. Owen.
For description, see NES 360.

JWST 361 Sumerian Language and Culture (also NES 361 and ARKEO 361) @ # (IV)

Spring. 4 credits. D. I. Owen.
For description, see NES 361.

JWST 400 Seminar in Advanced Hebrew (also NES 400) @

Fall. 4 credits. *Satisfies language proficiency.* N. Scharf.
For description, see NES 400.

JWST 420 Readings in the Hebrew Bible (also NES 420, RELST 420) (IV)

Fall. 4 credits. R. Brann.
For description, see NES 420.

JWST 458 Imagining the Holocaust (also JWST 658, ENGL 458/658, QERST 457/657) (IV)

Spring. 4 credits. D. Schwarz.
For description, see ENGL 458.

JWST 474 Topics in Modern Europe: Intellectual and Cultural History (also HIST 474 and COM L 474) (III or IV)

Fall. 4 credits. D. LaCapra.
For description, see HIST 474.

JWST 491-492 Independent Study—Undergraduate

Fall and spring. Variable to 6 credits. Staff.

JWST 499 Independent Study—Honors

Fall and spring. Variable to 4 credits. Staff.

JWST 658 Imagining the Holocaust (also JWST 458, ENGL 458/658)

Spring. 4 credits. D. Schwarz.
For description, see ENGL 458/658.

Related Courses in Other Departments

Africana Studies
Archaeology
Asian Studies
Classics
Comparative Literature
Economics
English
German Studies
Government
English
History
History of Art
Linguistics
Medieval Studies
Music
Philosophy
Religious Studies
Romance Studies
Russian Literature
Society for the Humanities

Sociology

Women's Studies

NEPALI

See Department of Asian Studies.

PALI

See Department of Asian Studies.

PHILOSOPHY

Gail Fine (Chair), R. N. Boyd, W. Bracken, M. Fara, G. Fine (on leave spring 2002), D. Graff, B. Hellie, H. Hodes (on leave spring 2002), T. Irwin (on leave 2001-2002), K. Jones, S. MacDonald, R. W. Miller, F. Neuhauser (on leave spring 2002), S. Shoemaker, H. Shue, N. Sturgeon, Z. Szabo and J. Whiting (on leave fall 2001).

Emeritus: C. A. Ginet.

The study of philosophy provides students with an opportunity to become familiar with some of the ideas and texts in the history of thought while developing analytical skills that are valuable in practical as well as academic affairs. It affords the excitement and satisfaction that come from understanding and working toward solutions of intellectual problems. The curriculum includes offerings in the history of philosophy, logic, philosophy of science, ethics, social and political philosophy, metaphysics, and theory of knowledge. Any philosophy course numbered in the 100s or 200s is suitable for beginning study in the field. Sections of Philosophy 100 are part of the freshman writing seminar program; they are taught by various members of the staff on a variety of philosophical topics, and because of their small size (seventeen students at most) they provide ample opportunity for discussion. Students who want a broad introduction to philosophy may take Philosophy 101, but many students with special interests may find that the best introduction to philosophy is a 200-level course in some particular area of philosophy; such courses have no prerequisites and are usually open to first year students.

The Major

Students expecting to major in philosophy should begin their study of it in their freshman or sophomore year. Admission to the major is granted by the director of undergraduate studies of the department on the basis of a student's work during the first two years. Normally the student must have completed two philosophy courses with grades of B or better. Eight philosophy courses are required for the major. They must include at least one course in ancient philosophy (Philosophy 210 or 211, or a course with a large component on Plato or Aristotle), at least one course in classical modern metaphysics and epistemology from Descartes through Kant (e.g., Philosophy 212 or a course on the empiricists, the rationalists, or Kant), and a minimum of three courses numbered above 300. Students admitted to the major (after fall 1996) are required to take a minimum of six philosophy courses numbered above 200, and may not

count more than one section of Philosophy 100 toward the major. A course in formal logic (e.g., PHIL 231), while not required, is especially recommended for majors or prospective majors. Courses numbered 191-199 do not count toward the major.

Philosophy majors must also complete at least eight credits of course work in related subjects approved by their major advisers. Occasionally majors may serve as teaching or research aides, working with faculty members familiar with their work.

Honors. A candidate for honors in philosophy must be a philosophy major with an average of B- or better for all work in the College of Arts and Sciences and an average of B+ or better for all work in philosophy. In either or both terms of the senior year a candidate for honors enrolls in PHIL 490 and undertakes research leading to the writing of an honors essay by the end of the final term. *Honors students normally need to take PHIL 490 both terms of their senior year in order to write a satisfactory honors essay.* PHIL 490 does not count toward the eight philosophy courses required for the major. Prospective candidates should apply at the philosophy department office, 218 Goldwin Smith Hall.

Fees

In some courses there may be a small fee for photocopying materials to be handed out to students.

Introductory Courses

These courses have no prerequisites; all are open to freshmen.

Freshman Writing Seminars in Philosophy

Fall and spring. 3 credits. Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

PHIL 101 Introduction to Philosophy (IV)

Fall. 3 credits. M W F 9:05-9:55.
N. Sturgeon. Spring. T R 11:40-12:55.
B. Hellie.

Fall: This course deals with a number of the central problems of philosophy, such as the existence of God, our knowledge of the external world, the mind-body problem, free will and the foundations of morality.

Spring: We talk about some big questions that make the mind boggle: why is there something rather than nothing? Is there at least one god? Is there a meaning to life, and if so what is it? Do we have free will? Students should not expect to be given conclusive answers to these questions. They should, however, expect to deal with abstractions on a regular basis, and to get used to chopping things up and organizing them in a precise way; otherwise things get out of control pretty quickly.

[PHIL 131 Logic, Evidence and Argument]
Fall. 3 credits. Not offered 2001-2002.]

PHIL 142 Appropriation and Alienation (IV)

Spring. 3 credits. Intended for freshmen and sophomores. M W F 9:05-9:55.
T. J. Berry.

This course investigates an important issue in political philosophy: the justification of property rights. We start the course by

watching a film, *The Field*, in which two different conceptions of what justifies ownership come into conflict. Should things belong to those who make them? Or shouldn't labor be the primary justification of property rights? We spend the first half of the course investigating how the philosopher John Locke handles this issue in his classic defense of private property. In the second half, we consider Karl Marx's classic objections to Locke's defense of private property.

[PHIL 145 Contemporary Moral Issues (IV)]

Not offered 2001–2002.]

PHIL 181 Introduction to the Philosophy of Science (IV)

Spring. 3 credits. T R 1:25–2:40. N. Sethi. This course is an introductory survey of contemporary philosophy of science. We attempt to answer such central questions as: What reasons do scientists have for accepting current scientific theories? How can scientists test theories about unobservable entities? Is science a search for truth? Do scientists discover or construct facts about nature? Are scientific claims immune to cultural, social, and subjective influences? The last part of the course focuses on the moral issues that scientific and technological developments force us to face.

PHIL 191 Introduction to Cognitive Science (also COGST 101 and PSYCH 102) (III)

Fall. T R 11:40–12:55. M. Spivey. This course surveys the study of how the mind/brain works. We examine how intelligent information processing can arise from biological and artificial systems. The course draws primarily from five disciplines that make major contributions to cognitive science: philosophy, psychology, neuroscience, linguistics, and computer science. The first part of the course introduces the roles played by these disciplines in cognitive science. The second part of the course focuses on how each of these disciplines contributes to the study of five topics in cognitive science: language, vision, learning and memory, action, and artificial intelligence. Does not count toward the Philosophy major or toward the Humanities Distribution Requirement in Philosophy.

PHIL 193 Inequality, Diversity, and Justice (also CRP 293, GOVT 293, SOC 293) (III or IV)

Fall. 4 credits. No prerequisites. Intended primarily for freshmen and sophomores. M W F 2:30–3:20. The class will meet as a whole, for a lecture, F, 8/31; thereafter, lectures will be given M W, disc secs will be F. R. Miller.

An interdisciplinary discussion of the nature and moral significance of social inequality, diversity and poverty and of the search for just responses to them. How unequal are economic opportunities in the United States today? How many people are in genuine poverty? What are the typical causes of poverty? To what extent, if any, does justice require government action to reduce current economic inequalities? Does race have special significance as a source of inequality? Does gender? Is affirmative action justified, as a response to such inequalities? How does membership in an ethnic group shape people's lives, and how should it? How should governments deal with religious diversity and other differences in ultimate values (which

give rise, for example, to radically different attitudes toward abortion, school prayer, and sexuality)? Do people in per-capita rich countries have a duty to help the foreign poor? Moral argument, investigations of social causes, and legal reasoning interact in the search for answers to these questions. To provide these resources, the course is taught by leading faculty researchers in philosophy, political theory, the social sciences, and law.

PHIL 194 Global Thinking (also GOVT 294) @ (III or IV)

Fall. 4 credits. No prerequisites. Intended for freshmen and sophomores, plus required disc. T R 1:25–2:40. H. Shue.

The analysis taught is global in two independent respects: international subjects and interdisciplinary methods. We examine in depth questions raised by one of the most important and most difficult issues facing international society: when, if ever, should other nations unilaterally or multilaterally intervene militarily into ethnic conflicts like those in Rwanda 1994, from which UN forces were withdrawn just before 800,000 were massacred, and Kosovo 1999, into which NATO intervened but only with airpower and without Security Council authorization). These recent cases raise fundamental questions about global governance in the 21st century. To what extent is the system of sovereign nation-states inherited from 17th century Europe still either desirable or unavoidable? Does every ethnic group have a right to self-determination? When, if ever, is the use of military force for purposes other than self-defense justified? To stop genocide? Should trials for war crimes routinely be held after military conflicts by the proposed International Criminal Court? Such moral issues are explored in the light of the political dynamics of foreign intervention and the evolving international legal regime, setting ethics in the context of politics and law.

[PHIL 210 Ancient Thought # (IV)]

4 credits. Not offered 2001–2002.]

PHIL 211 Ancient Philosophy (also CLASS 231) # (IV)

Fall. 4 credits. No prerequisites. T R 11:40–12:55. C. Brittain.

This course explores the origin and development of Western philosophy in Ancient Greece and Rome. We explore some of the central ideas of the Pre-Socratics, Socrates, Plato, Aristotle, and the Hellenistic philosophers (Epicureans, Stoics, and Skeptics). Questions considered include: What are the nature and limits of knowledge? How reliable is perception? What are the basic entities in the universe: atoms, Platonic Forms, or Aristotelian substances? Is moral knowledge possible? What is the nature of happiness and what sort of life will make people happy? Do human beings have free will?

PHIL 212 Modern Philosophy # (IV)

Spring. 4 credits. M W F 1:25–2:15. S. Shoemaker.

A survey of major philosophical problems in metaphysics and the theory of knowledge in seventeenth and eighteenth century European philosophy. Readings from Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

PHIL 213 Existentialism (IV)

Fall. 4 credits. M W F 12:20–1:10. B. Bracken.

This course provides an introduction to the major themes of existentialism in philosophy and literature, as exemplified in central texts

from Kierkegaard, Nietzsche, Camus, Sartre, and Beauvoir. Topics discussed include: the relationship between freedom and responsibility; the idea that a self is something one "becomes"; the role of evaluation and commitment in becoming a self; the Sartrean doctrine that evaluations and commitments are ultimately based on "absurd" or "groundless" individual choices; the possibility of an ethics of authenticity and the relationship of the latter to what we normally think of as ethics; bad faith and self-deception; the role that relations to others play in the achievement of selfhood; and the relationship between the form and content in existentialist writings.

[PHIL 214 Philosophical Issues in Christian Thought # (IV)]

4 credits. Not offered 2001–2002.]

[PHIL 219 Marx # (IV)]

Not offered 2001–2002.]

PHIL 231 Introduction to Deductive Logic (II)

Fall and spring. 4 credits. No prerequisites. M W F 11:15–12:05. Fall, D. Graff; spring, Z. Szabó.

The course covers the basics of propositional and first-order logic with a special emphasis on the problem of translating English sentences into the formal language of these logics. We use a textbook accompanied by a software package (Barwise and Etchemendy, *Logic, Proof and Language*), which makes it easier to learn the skills necessary for doing formal proofs.

PHIL 241 Ethics (by petition for breadth requirement) (IV)

Spring. 4 credits. M W F 10:10–11:00. N. Sturgeon.

An introduction to the philosophical evaluation of moral theories and moral arguments. Topics include: ethical relativism, ethical egoism, ethical skepticism, utilitarianism and duty-based theories; some application to controversial contemporary issues.

[PHIL 242 Social and Political Philosophy (also GOVT 260) (III or IV)]

Not offered 2001–2002.]

[PHIL 243 Aesthetics (IV)]

4 credits. Not offered 2001–2002.]

[PHIL 244 Philosophy and Literature (IV)]

4 credits. Not offered 2001–2002.]

PHIL 245 Ethics and Health Care (IV)

Fall. 4 credits. M W F 10:10–11:00. T. J. Berry.

This course is an introduction to the ethical issues associated with contemporary medicine. No previous study of philosophy is presupposed. The course has two lectures and one discussion section per week. Topics to be covered include: the professional-patient relationship (including informed consent, medical confidentiality, medical paternalism, and trust); contemporary problems such as abortion and euthanasia—beginning from these practical moral problems we investigate concepts such as illness, death, autonomy, quality of life and personhood; and health care in a just society. We consider competing conceptions of justice and arguments for entitlement to health care. Does justice require that all have access to basic health care? Does it require that all have access to approximately the same level of health care? What are the implications for access to health care

resources by the requirement that we not discriminate on the basis of race or gender? In the course of investigating these topics, there questions emerge about what ethics is, and whether or not ethical judgments can be objective. Thus, in addition to learning how to arrive at and defend ethical positions, we reflect on the techniques and methods we use.

PHIL 246 Ethics and the Environment (also S&TS 206) (IV)

Spring. 4 credits. Open to all undergraduates; permission of instructor required for freshmen. T R 10:10-11:25. N. Sethi.

The aim of this course is to acquaint students with moral issues that arise in the context of the environment and environmental policy. Our concerns about the environment bring to our attention the importance of economic, epistemological, legal, political, and social issues in assessing our moral obligations to other humans and the natural world. Our attempt then is to explore how different factors come into play in defining our responsibilities to the environment and to examine the grounds for our environmental policy decisions.

PHIL 247 Ethics and Public Life (IV)

4 credits. Fall. T R 10:10-11:25. M. Moody-Adams.

What kind of public life is worth having? This course examines the efforts of philosophers, social theorists, theologians, and others to understand the ethical dimensions of our lives as citizens of complex social and political communities. We consider several questions of pressing concern. To what moral standards should we hold those, such as politicians and journalists, whose professions involve service to the public? What moral obligations do citizens themselves have to those with whom they share a public life? What does morality tell us about how to draw the line between "public" and "private," for the purposes of public policy? Is it ever morally permissible (or even required) to opt out of demands that underwrite a stable public life—in civil disobedience, for instance, or in conscientious objection to some public policy?

PHIL 249 Feminism and Philosophy (also WOMNS 249) (IV)

Spring. 4 credits. M W 2:55-4:10. J. Whiting.

An introduction using a variety of texts (philosophical, historical, literary, legal, and political) to feminist thought. Special attention is paid to sexual difference and the social construction of gender, and to how we frame various issues (e.g., whether pornography is primarily an issue about freedom of expression or about equal protection).

PHIL 261 Knowledge and Reality (IV)

Fall. 4 credits. T R 1:25-2:40. M. Fara. This course provides an introduction to some central philosophical questions about the nature of the universe and our knowledge of it. Questions addressed include: What is the relation between mind and matter? What reason do we have to believe in the predictions of science? How do you know you're not dreaming right now? What is the nature of human freedom? Don't expect the course to answer these questions once and for all. Instead, expect to learn how to go about thinking about them, and how to distinguish a good philosophical argument from a bad one.

PHIL 262 Philosophy of Mind (IV)

Fall. 4 credits. M W 2:55-4:10. B. Hellie. There are a couple of central problems in philosophy of mind: What is consciousness? How does something in the skull get to be "about" something not in the skull? We try to make some headway on these issues. We also talk about such questions as whether we think in language, in pictures, in both, or in neither; whether we have any innate mental abilities and if so how many; and the nature of the self.

PHIL 263 Religion and Reason (IV)

Spring. 4 credits. M W F 11:15-12:05. S. MacDonald.

What must (or could) God be like, and what reasons do we have for thinking that a being of that sort actually exists? What difference would (or could) the existence of God make to our lives? This course examines the idea, common to several major world religions, that God must be an absolutely perfect being. What attributes must a perfect being have? Must it have a mind, be a person, care for human beings? Is the concept of a perfect being coherent? Is the existence of a perfect being compatible with the presence of evil in the world and the existence of human freedom? Does human morality depend in any important way on the nature or will of a perfect being? Is a perfect being among the things that actually inhabit our universe? The course approaches these questions with the tools and methods of philosophical reason and through readings drawn from both classic texts and contemporary philosophical discussion.

[PHIL 270 Truth and Interpretation (also LING 270/COGST 270) (III or IV)]

4 credits. Not offered 2001-2002.]

PHIL 286 Science and Human Nature (also S&TS 286) (IV)

Spring. 4 credits. T R 10:10-11:25. R. Boyd. **Topic for 2001-2002:** Darwin, Social Darwinism, and Human Sociobiology. An examination of attempts in the biological and social sciences to offer scientific theories of human nature and human potential and to apply such theories to explain important social and psychological phenomena.

Intermediate or Advanced Courses

Some of these courses have prerequisites.

PHIL 309 Plato (also CLASS 339) # (IV)

Fall. 4 credits. Prerequisites: at least one previous course in philosophy at the 200 level or above; or the permission of the instructor. T R 2:55-4:10. G. Fine.

We consider many of Plato's major dialogues, focusing on questions in metaphysics and epistemology, though some attention is also paid to his ethical and political theories, especially in the Republic. Among the topics considered are the following: the theory of Forms; Socrates' disavowal of knowledge; dialectic and recollection; the nature of knowledge and how to acquire it; the nature of the soul and moral motivation; justice and happiness.

PHIL 310 Aristotle # (IV)

Spring. 4 credits. T R 11:40-12:55. B. Morison.

This course is an introduction to several major aspects of Aristotle's Logic, Metaphysics, Physics, Biology, and Ethics. Topics covered

include: argument and reason, science and knowledge, cause and effect, time and space, body and soul, good and bad, life and death, though not necessarily in that order.

[PHIL 311 The Rationalists # (IV)]

Not offered 2001-2002.]

[PHIL 312 Modern Empiricism # (IV)]

Not offered 2001-2002.]

[PHIL 313 Twentieth-Century Continental Philosophy (IV)]

Spring. 4 credits. Not offered 2001-2002.]

[PHIL 314 Ancient Philosophy: The World of Theory and the World of Ordinary Life # (IV)]

4 credits. Not offered 2001-2002.]

PHIL 315 Medieval Philosophy # (IV)

Spring. 4 credits. M W F 1:25-2:15. S. MacDonald.

A survey of some main themes and major figures in medieval philosophy. Emphasis is on the close reading and analysis of representative texts, but some attention is given to the general historical development of philosophical themes and traditions during the thousand years separating late antiquity and the Renaissance. Readings (in English translation) may include Augustine, Boethius, Anselm, Abelard, Aquinas, Scotus, and Ockham and address topics in metaphysics, epistemology, ethics, and philosophical theology.

PHIL 316 Kant # (IV)

Fall. 4 credits. T R 10:10-11:25. F. Neuhaus.

An introduction to Kant's main metaphysical and epistemological doctrines as presented in the *Critique of Pure Reason*, including: the nature of space and time, the justification of scientific knowledge, the nature of human reason and self-consciousness. Special attention is paid to Kant's critique of traditional metaphysics and his attempt to establish a new metaphysics, grounded in practical reason, that establishes the existence of God, human freedom, and morality.

[PHIL 317 Hegel # (IV)]

4 credits. Not offered 2001-2002.]

[PHIL 318 Origins of Twentieth-Century Philosophy (IV)]

Not offered 2001-2002.]

PHIL 319 Post-War Analytic Philosophy (IV)

Spring. 4 credits. T R 2:55-4:10. B. Hellie. Three central research topics in postwar analytic theory have concerned the nature of modality, the nature of meaning, and the links between modality and meaning. We start with Carnap's attempt to reduce the former to the latter. Then we move onto Quine's technical critique of this program. The two leading post-Quinean approaches to modality are that of Saul Kripke, which attempts to rehabilitate the metaphysical perspective on modality Carnap was trying to avoid; and that of David Lewis, which attempts to rehabilitate the Carnapian program against Quine's criticism. Quine also famously criticized the notion of meaning. Davidson attempted to save theorizing about meaning from this criticism by theorizing about meaning without appeal to meanings. We examine neo-Davidsonian approaches to meaning and challenges to them from the Kaplanites and the conceptual role theorists. If time permits we also address the degree to which language is conventional.

PHIL 320 17th Century Women Philosophers (also WOMNS 319) # (IV)

Spring. 4 credits. M 7:30–9:25. L. Shapiro. We look at the writings of such women thinkers as Lucrezia Marinella, Marie de Gournay, Anna Maria van Schurman, Elizabeth of Bohemia, Margaret Cavendish, Anne Conway, Mary Astell, and Damaris Masham, attending to their philosophical positions—on causation, free will, virtue, the nature of substance, and the nature of women—and consider the ways in which they are in conversation with other more familiar philosophers of the 17c (including Montaigne (16c), Descartes, Leibniz and Locke (18c)). Historiographical issues of how some philosophers and philosophical questions become canonical and others disappear from view lurk in the background.

PHIL 331 Deductive Logic (also MATH 281) (II)

Fall. 4 credits. Prerequisite: PHIL 231 or equivalent or permission of instructor. M W F 2:30–3:20. H. Hodes.

Course topics include: review of derivations and truth-in-a-model; function-constants and identity; truth in non-fully-distinguished models; very basic set-theory; sets as the only mathematical objects; mathematical induction; soundness; and completeness.

PHIL 332 Philosophy of Language (IV)

Fall. 4 credits. T R 11:40–12:55. Z. Szabó. This course is an introduction to contemporary philosophy of language. About two thirds of the course is spent reading and discussing some of the classic work done between 1879 and 1905, and between 1967 and 1977, by philosophers such as Frege, Russell, Grice, Davidson, Kripke, and Kaplan. These papers are essential reference points in contemporary debates not only in philosophy of language but in analytic philosophy in general. The rest of the course focuses on a specific topic: the interpretation of modal expressions, such as *necessarily*, *possibly*, *ought*, *can*, etc.

[PHIL 333 Problems in Semantics (also LING 333 and COGST 333) (III or IV)]

Not offered 2001–2002.]

PHIL 334 Pragmatics (also LING 325) (III or IV)

Fall. 4 credits. Prerequisite: LING 201 or PHIL 231 or permission of instructor. T 2:30–5:00. D. Abusch.

An introduction to aspects of linguistic meaning which have to do with context and with the use of language. Topics include context change semantics and pragmatics, presupposition and accommodation, conversational implicature, speech acts, and the pragmatics of definite descriptions and quantifiers.

[PHIL 341 Ethical Theory (IV)]

Not offered 2001–2002.]

[PHIL 343 Resistance and Responsibility (also LAW 676) (IV)]

4 credits. Not offered 2001–2002.]

[PHIL 344 History of Ethics: Ancient and Medieval # (IV)]

4 credits. Not offered 2001–2002.]

[PHIL 345 History of Ethics: Modern # (IV)]

4 credits. Not offered 2001–2002.]

PHIL 346 Modern Political Philosophy (also GOVT 462) (III or IV)

Fall. 4 credits. T R 2:55–4:10. R. Miller.

A study of the leading contemporary theories of justice, including the work of Rawls, Nozick, Gauthier, and Scanlon. We discuss rival views of the moral significance of economic inequality, the kinds of freedom that governments ought to protect, the kinds of values and convictions that are a proper basis for laws (as opposed to being private matters), the tension between unequal political influence and democratic rights, and the roles of community, virtue, and group-loyalty in political justification. We are largely concerned with the conceptions of freedom, equality, obligation, and community underlying competing theories. We also consider implications for specific political controversies, e.g., over abortion, welfare programs, and pornography.

PHIL 361 Epistemology (IV)

Fall. 4 credits. T R 1:25–2:40. D. Graff.

This course is a survey of some contemporary philosophical issues and debates in the study of knowledge. Our investigations include: (i) the possibility of knowledge, whether there is merit to the skeptical idea that we don't know much about anything, since for all we know, we're brains in vats, with all our experiences being wired in directly by benevolent scientists; (ii) the analysis of knowledge, whether knowledge is true justified belief or something else (and what is it anyway for a belief to be justified?); and (iii) the various means by which we acquire knowledge (if we do), such as through reason, perception, and the testimony of others.

[PHIL 362 Philosophy of Mind (IV)]

Not offered 2001–2002.]

[PHIL 363 Topics in the Philosophy of Religion (IV)]

4 credits. Not offered 2001–2002.]

PHIL 364 Metaphysics (IV)

Spring. 4 credits. T R 1:25–2:40. M. Fara. This course focuses on problems surrounding the idea that we have "free will", that we are free to act in whatever way we choose. Are we free in this way? If we are, how does that fit with the idea that we inhabit a causally ordered universe? If we have free will, what (if anything) might that tell us about the relation between the past and the future? And what is the connection between having free will and being morally responsible for our actions? In exploring these and related questions, we look at a wide variety of work in metaphysics and philosophy of mind.

[PHIL 368 Global Climate and Global Justice (also GOVT 368) (III or IV)]

4 credits. Not offered 2001–2002.]

[PHIL 369 Limiting War (also GOVT 469) (III or IV)]

4 credits. Not offered 2001–2002.]

PHIL 381 Philosophy of Science: Knowledge and Objectivity (also S&TS 381) (IV)

Fall. 4 credits. W 7:30–10:00. R. Boyd. An examination of central epistemological and metaphysical issues raised by scientific theorizing: the nature of evidence; scientific objectivity; the nature of theories, models, and paradigms; and the character of scientific revolutions.

[PHIL 382 Philosophy and Psychology (IV)]

4 credits. Not offered 2001–2002.]

[PHIL 383 Choice, Chance, and Reason (IV)]

4 credits. Not offered 2001–2002.]

[PHIL 384 Philosophy of Physics (IV)]

4 credits. Not offered 2001–2002.]

[PHIL 387 Philosophy of Mathematics (IV)]

4 credits. Not offered 2001–2002.]

[PHIL 389 Philosophy of Science: Evidence and Explanation (IV)]

4 credits. Not offered 2001–2002.]

PHIL 390 Informal Study

Fall or spring. Credit TBA.

To be taken only in exceptional circumstances. Must be arranged by the student with his or her adviser and the faculty member who has agreed to direct the study.

Advanced Courses and Seminars

These courses are offered primarily for majors and graduate students.

[PHIL 395 Majors Seminar]

4 credits. Not offered 2001–2002.]

[PHIL 409 German Philosophical Texts (IV)]

Not offered 2001–2002.]

PHIL 410 Latin Philosophical Texts # (IV)

Fall and spring. Variable credit. Prerequisites: knowledge of Latin and permission of instructor. Hours TBA. S. MacDonald. Reading of philosophical texts in the original Latin.

PHIL 411 Greek Philosophical Texts (also CLASS 311) # (IV)

Fall and spring. Variable credit. Prerequisites: knowledge of Greek and permission of instructor. Hours TBA. Staff. Reading of philosophical texts in the original Greek.

[PHIL 412 Medieval Philosophy # (IV)]

Not offered 2001–2002.]

[PHIL 413 Topics in Ancient Philosophy (also S HUM 402 and 403) # (IV)]

Not offered 2001–2002.]

[PHIL 414 German Philosophy after Kant (IV)]

Not offered 2001–2002.]

[PHIL 415 Special Topics in the History of Philosophy (IV)]

Not offered 2001–2002.]

PHIL 416 Modern Philosophy # (IV)

Fall. 4 credits. M 12:20–2:15. L. Shapiro. We consider the theories of the passions or emotions of several philosophers of the Early Modern period, including Descartes, Spinoza, and Hume. Of particular concern are accounts of the representationality of the passions, the way these accounts put pressure on or resolve tensions in theories of mind and human nature, and the place of the passions in accounts of moral psychology.

[PHIL 431 Mathematical Logic (also MATH 481) (II)]

Not offered 2001–2002.]

[PHIL 432 Topics in Logic (also MATH 482) (II)]

Not offered 2001–2002.]

[PHIL 433 Philosophy of Logic]
4 credits. Not offered 2001-2002.]

PHIL 434 The Foundations of Mathematics (also MATH 384) (II)

Fall. 4 credits. M W F 1:25-2:15. H. Hodes. Set-theory is the standard theoretical basis for mathematics (though there are competitors). Primarily this is a course on set-theory, based on H. Enderton's text *Elements of Set Theory*. After some presentation of the foundational "crisis" in Mathematics of the late 19th century, and related developments in philosophy, we'll cover the usual the ZF axioms, the axiom of Choice, Ordinal and Cardinal arithmetics, construction of standard models of the usual number systems. Time permitting we may cover: large cardinals; determinacy; type-theory; or the untyped lambda calculus as a foundation.

PHIL 436 Intensional Logic (II)

Spring. 4 credits. T R 10:10-11:25. D. Graff. In this course we investigate various logics of necessity and possibility. We study formal proof procedures as well as possible worlds semantics. We also prove various "meta" results, including completeness theorems. The techniques learned in this part of the course are then applied to the study of conditionals and tense operators. Further topics may include counterpart theory, the logic of epistemological operators, and the method of supervaluations as it applies to the semantics of vague predicates and also positive and comparative adjectives.

[PHIL 437 Topics in the Philosophy of Language (IV)]

4 credits. Not offered 2001-2002.]

PHIL 441 Contemporary Ethical Theory (IV)

Fall. 4 credits. M W F 11:15-12:05. N. Sturgeon. Topic for fall: Moral Realism and its Critics.

[PHIL 442 Ethics and the Philosophy of Mind (IV)]

4 credits. Not offered 2001-2002.]

[PHIL 443 Aesthetic Theory (IV)]

4 credits. Not offered 2001-2002.]

[PHIL 444 Contemporary Legal Theory (also LAW 710) (IV)]

4 credits. Not offered 2001-2002.]

[PHIL 446 Topics in Social and Political Philosophy (also GOVT 474) (III or IV)]

Not offered 2001-2002.]

PHIL 447 Contemporary Political Philosophy (also GOVT 465) (III or IV)

Spring. 4 credits. M W 2:55-4:10. R. Miller. Topic for 2002: Reconciling Liberalism. While traditional liberal political goals of civil liberty, political equality, and fair economic opportunity retain a central place in current political philosophy, there are sharply contrasting views of the basis, nature, and implications of these aspirations. Should the individualism of traditional liberalism be rejected in favor of a fundamental commitment to community, grounding goals of equality? Should the goal of neutrality among ways of life be replaced by a political commitment to facilitate liberal virtues of autonomy? Should basic political choices be derived from a purely political conception of mutually respectful citizenship? From a general conception of what people owe to

each other? For what reasons and to what extent should inequalities of wealth and income be opposed? Is it consistent for liberal egalitarians not to give away much of their income to the poor, if they are well-off, or not to support world-wide equality? Our discussions of such questions will include Raz, *The Morality of Freedom*; Sandel, *Democracy's Discontent*, work by Rawls, Scanlon, Dworkin, Gerald Cohen, and Elizabeth Anderson; and relevant judicial disputes over the nature of the liberty and equality protected by the U.S. Constitution.

PHIL 460 Epistemology (IV)

Fall. 4 credits. M 7:30-10:00. B. Hellie. We talk about Tim Williamson's recent book *Knowledge and its Limits*, which is interesting in that it focuses on applying the concept of knowledge rather than eliminating it. We also do related texts and other issues in epistemology, such as contextualism.

[PHIL 461 Feminist Epistemology (also WOMNS 461) (IV)]

4 credits. Not offered 2001-2002.]

[PHIL 462 Philosophy of Mind (IV)]

4 credits. Not offered 2001-2002.]

[PHIL 481 Problems in the Philosophy of Science (IV)]

Not offered 2001-2002.]

[PHIL 484 Philosophy of Physics (IV)]

Not offered 2001-2002.]

PHIL 490 Special Studies in Philosophy (IV)

Fall and spring. 4 credits. Open only to honors students in their senior year. See Honors description at the beginning of Philosophy section.

PHIL 611 Ancient Philosophy (also CLASS 671)

Fall. 4 credits. R 4:30-6:30. D. Sedley. Spring. W 4:30-6:30. B. Morison.

Fall: Topic: The Pre-Socratics—the philosophical positions and arguments of the major fifth-century BC Pre-Socratic thinkers, from Heraclitus to Democritus.

Spring: Topic: A systematic study of a short introduction to logic and scientific reasoning written in the second century CE by Galen, the second greatest medical doctor in antiquity (after Hippocrates) and a philosopher in his own right. The work is of interest not only for its exposition of Aristotelian and Stoic Logic, but also for a mysterious third type of reasoning which Galen introduces, namely 'relational' reasoning.

[PHIL 612 Medieval Philosophy]

Not offered 2001-2002.]

[PHIL 613 Modern Philosophers]

4 credits. Not offered 2001-2002.]

[PHIL 619 History of Philosophy]

4 credits. Not offered 2001-2002.]

PHIL 633 Philosophy of Language

Spring. 4 credits. R 4:30-6:30. D. Graff. The topic of the seminar is vagueness and the sorites paradox. The vagueness of a predicate like 'tall woman' is metaphorically characterized by saying that there is a "fuzzy boundary" between the women it applies to and those it doesn't. The sorites paradox of antiquity (also known as "the paradox of the heap") arises from thoughts such as, "If I'm tall before I go to bed then even if I shrink 1mm overnight, I'll still be tall when I wake up," which,

though attractive, apparently lead to absurdity. We will question what the fuzziness that's characteristic of vagueness amounts to; what is the relation between vagueness and perception; how are we to resolve the sorites paradox; does vagueness require us to abandon Bivalence and the Law of Excluded Middle; can the epistemological and metaphysical problems arising from vagueness be adequately handled by some such revision to classical logic or semantics.

[PHIL 641 Ethics and Value Theory]

Not offered 2001-2002.]

PHIL 642 Morality, Self, and Psychopathology

Spring. 4 credits. T 4:30-6:30. J. Whiting. Philosophical accounts of personal identity typically aspire to a kind of universality; each account tends to represent itself as *the* (presumably uniquely) correct account implying the falsity of its various rivals (e.g., psychological continuity theories implying the falsity of bodily continuity theories and vice versa). But to the extent that we are dealing with *selves*—i.e., partially reflexive entities—it seems possible that different self-conceptions might yield different sorts of *selves*, some more and some less bodily (or psychological) than others. We will examine this sort of "contingency of selfhood" both cross-culturally (looking at non-Western conceptions of self and at the Buddhist ideal of self-dissolution) and psychopathologically (looking at pathological configurations of self such as those involved in autism, schizophrenia, multiple-personality-disorder, and eating disorders), treating the study of psychopathology as akin to ethnography. The idea is to see whether forms of selfhood that we take for granted and perhaps even view as inescapable are in fact contingent and optional. We can then ask what sorts of selfhood it is *valuable* to cultivate. This raises the difficult question of the point(s) of view from which we are to make such assessments.

[PHIL 661 Theory of Knowledge]

4 credits. Not offered 2001-2002.]

PHIL 662 Philosophy of Mind

Fall. 4 credits. W 4:30-6:30. Z. Szabó. The course focuses on the nature of concepts. What concepts are and what role they play in psychological explanations is once again intensely debated in the philosophy of mind. We start with Frege and with opinions in the secondary literature regarding the proper understanding of his notion of sense. For Frege, the sense of an expression played a triple role: it is that which a competent speaker of a language grasps in understanding a linguistic expression, it determines the referent of that expression, and it serves as its referent in opaque contexts. It is more or less uncontroversial today that nothing could play all three of these roles. The question is, which of the three aspects of a Fregean theory we should preserve in a theory of concepts, and how we should allocate the other explanatory tasks in an overall view of cognition. In this course we focus on attempts to come up with a systematic view due to Burge, Fodor, and Peacocke. We inevitably touch related issues, such as the semantics of empty names, propositional attitudes, intensional transitive verbs, the status of conceptual truth, and the transparency of content.

[PHIL 663 Philosophy of Religion]

4 credits. Not offered 2001-2002.]

PHIL 664 Metaphysics

Fall. 4 credits. T 4:30–6:30. S. Shoemaker.
Topic: Color and color experience.

PHIL 665 Metaphysics

Spring. 4 credits. M 4:30–6:30. M. Fara.
It is frequently taken for granted in many areas of philosophy that we understand the notion of a disposition. In this seminar, by looking at some issues in the metaphysics of dispositions, we see just how problematic that notion is. Among the questions we consider are: What, in general, does it take for something to have a disposition? How do we distinguish dispositions from other kinds of properties? What is the relation between dispositions and their "categorical bases"? Are dispositions "reducible," and what does this mean? Do dispositions cause their manifestations? Are dispositions intrinsic properties of their bearers? In addressing these questions, we touch on a wide range of topics in metaphysics, including causation, causal explanation, laws of nature, and the intrinsic/extrinsic distinction.

PHIL 681 Philosophy of Science

Spring. 4 credits. W 7:30–10:00. R. Boyd.
Topic: Topics in the philosophy of science.

[PHIL 682 Philosophy of Social Science

4 credits. Not offered 2001–2002.]

PHIL 700 Informal Study

Fall or spring. Credit TBA.
To be taken by graduate students only in exceptional circumstances and by arrangement made by the student with his or her Special Committee and the faculty member who has agreed to direct the study.

[PHIL 773 Proseminar in Cognitive Studies (also COGST 773, LING 773, and COM S 773)

Fall. 2 credits. R grade. Not offered 2001–2002.
For description, see COGST 773.]

[PHIL 774 Proseminar in Cognitive Studies (also LING 774 and COGST 774)

Not offered 2001–2002.
For description, see COGST 774.]

PHYSICS

G. P. Lepage, chair (109 Clark Hall, 255–6016); J. T. Rogers, director of undergraduate studies (101 Clark Hall, 255–8158); J. P. Alexander, V. Ambegaokar, P. C. Argyres, T. A. Arias, N. W. Ashcroft, K. Berkelman, E. Bodenschatz, P. Brouwer, D. G. Cassel, P. Drell, G. F. Dugan, V. Elser, D. B. Fitch, E. E. Flanagan, C. P. Franck, R. S. Galik, L. K. Gibbons, B. Gittelmann, B. Greene, S. M. Gruner, L. N. Hand, D. L. Hartill, C. L. Henley, W. Ho, A. LeClair, D. M. Lee, P. L. McEuen, N. D. Mermin, N. Mistry, M. Neubert, H. Padamsee, J. M. Parpia, J. R. Patterson, R. O. Pohl, D. C. Ralph, J. D. Reppy, R. C. Richardson, D. L. Rubin, J. P. Sethna, A. J. Sievers, E. Siggia, P. C. Stein, R. M. Talman, S. A. Teukolsky, R. Thorne, H. Tye, M. D. Wang, T.-M. Yan

The Department of Physics offers a full range of university-level work in physics, from general education courses for nonscientists to doctoral-level independent research. Major research facilities are operated by two component organizations, the Laboratory of Atomic and Solid State Physics (LASSP) and

the Laboratory of Nuclear Studies (LNS). LASSP carries out extensive research efforts in condensed-matter physics and in low-temperature physics. LNS operates a major high-energy particle physics research facility at Wilson Laboratory, the Cornell electron-positron storage ring (CESR). Theoretical work is carried out in many fields of physics, including astrophysics. There is a full schedule of weekly research-oriented seminars and colloquia. Students will find many opportunities for research participation and summer employment.

Introductory physics sequences are: 101–102, 207–208, and 112–213–214, or its honors version 116–217–218. In addition, there is a group of general-education courses, PHYS 200–206, 209, 210. PHYS 101–102, a self-paced autotutorial course, is designed for students who do not intend to take further physics courses and who do not have preparation in calculus. PHYS 112 and 207 both require calculus (MATH 190 or 191 or 111), and additional mathematics is required for subsequent courses in the sequence. PHYS 101–102 or 207–208 may be taken as terminal physics sequences. The three-term sequence 112–213–214 or its honors version, 116–217–218, is recommended for engineers and physics majors. PHYS 214 and 218 are placing an increasing emphasis on use of the computer for homework, laboratory exercises, and projects; some knowledge about computing, perhaps at the level of COM S 99 or 100, is desirable.

Courses beyond the introductory level that might be of interest to nonmajors include: PHYS 316 (Modern Physics I); PHYS 330 (Modern Experimental Optics); and PHYS 360 (Electronic Circuits).

Advanced placement and credit are offered as outlined in "Advanced Placement of Freshmen," or students may consult the director of undergraduate studies, as should students

requesting transfer credit for physics courses taken at another college.

The Major

The major program is constructed to accommodate students who wish to prepare for professional or graduate work in physics as well as those who wish to complete their major program in the field of physics but have other post-graduation goals.

Students who wish to major in physics are advised to start the physics sequence in the first term of their freshman year. (Note that students who have had contact with introductory calculus may take PHYS 112 with co-registration in MATH 190 or 191.) The major program can still be completed with a second-term start, but flexibility in future course scheduling is reduced.

Prospective majors are urged to make an early appointment at the physics office for advice in program planning. Acceptance into the major program is normally granted upon completion of a year of physics and mathematics courses at Cornell with all course grades at the B-level or higher. The department office will give advice in the matter of selecting a major faculty adviser. Details of the major course program are worked out in consultation between the student and major adviser.

Physics Core

Common to all major programs is a requirement to complete a core of physics courses. In addition to the three-term introductory sequence (PHYS 112–213–214 or PHYS 116–217–218), the core includes five upper-level courses—(a) the two-course sequence in modern physics (PHYS 316–317), (b) at least three semester hours of laboratory work selected from PHYS 310, 330, 360, 410, Astronomy 410, (c) an intermediate course in classical mechanics, and (d) an intermediate course in electromagnetism.

Typical Physics Course Sequences (other sequences are also possible)

Semester	No AP math or physics	1 year AP calculus and good HS physics	Outside concentrators	Outside concentrators (alternate)
1st – Fall	112	116	112	
2nd – Spring	213	217	213	112
3rd – Fall	214	218	214	213
4th – Spring	316, 3x0	316, 3x0	3x0	214
5th – Fall	317, 327, 3x0	317, 327, 3x0	316✓	3x0, 316
6th – Spring	314/318, 443	318, 443	314	314, 3x0
7th – Fall	341, 410	341, 410	317, 323	317, 323
8th – Spring	Elective(s)	Elective(s)		

•For majors with concentrations outside physics, there will be wide variation in individual programs, arranged to best match the field of concentration.

•Crossovers between the two sequences 112–113–214 and 116–217–218 are possible, although the combinations 112–217–218 and 112–213–218 are difficult. PHYS 207 may be substituted for PHYS 112. Students taking 217 after 112 must coregister for 216.

•Students taking the honors sequence 116–217–218 are strongly encouraged to start with PHYS 116. Exceptionally well-prepared students may be able to begin work at Cornell with PHYS 217. Such students should come to the department office for advice in planning a course program.

•Physics electives for the major include 360, 444, 454, 455, 480, 490, 525, 553, 561, 572, the senior seminars 481–489, ASTRO 332 or 431–432, and A&EP 434.

•One semester of intermediate laboratory, listed here as 3x0, is required.

•Well-prepared sophomores wishing to take PHYS 318 should consult the instructor before registering.

Accompanying these physics courses should be work in mathematics through at least MATH 222 or 294. Students following the professional/graduate school channel are expected to complete at least one additional year of applicable mathematics (A&EP 321-322 or MATH 321/420-422).

In addition to the core, each physics major must complete 15 semester hours of credit in an area of concentration which has been agreed on by the student and major faculty adviser.

Concentration within Physics

A student who wishes to pursue professional or graduate work in physics or a closely related field should follow a concentration within the field of physics. For those students with a strong secondary school preparation, the sequence PHYS 116-217-218 is encouraged. Students are strongly encouraged to start the sequence with PHYS 116, even if they qualify for advanced placement credit for PHYS 112. Core courses in mechanics and electromagnetism will normally be PHYS 318 and PHYS 327, respectively. The minimum 15 hours beyond the core must be composed of physics courses with numbers greater than 300 and must include the senior laboratory course PHYS 410. This means a physics concentration needs a minimum of 7 credit hours of laboratory work to complete the requirements. The accompanying table shows several typical course sequences by means of which the major requirements may be completed. The primary distinction among students who may follow the different sequences is the amount and level of pre-college work in calculus and in physics. Changes in these typical patterns will be common, as agreed on between student and major faculty adviser. Research work is encouraged of all majors. If this work is done as an independent project, PHYS 490, up to eight credits can be applied to the concentration.

Concentration outside Physics

The concentration will reflect the student's interest in some area related to physics. The array of courses that comprise the concentration must have internal coherence. The array will normally be worked out in conference with the major faculty adviser and must be approved by the adviser. Of the required 15 hours credit beyond the core, at least eight credits must be in courses numbered above 300. Students have chosen to concentrate in such topics as chemical physics, astrophysics, natural sciences, history and philosophy of science, computer science, meteorology, or econometrics. A combined biology-chemistry concentration is appropriate for pre-medical students or those who wish to prepare for work in biophysics. Students interested in a career in the teaching of science should consider the Teacher Education in Science and Mathematics (TESM) Program, which is administered by the Departments of Education and Mathematics and is described in detail in the College of Arts and Sciences section of this catalog. A concentration in "science education" would then typically include EDUC 402 and 403, both part of TSM, and two or more courses designed to broaden the student's background in general science and mathematics.

For students with concentrations outside physics, the core requirements in mechanics

and electromagnetism can be appropriately met with PHYS 314 and PHYS 323, respectively.

Students with an astronomy concentration who might continue in that field in graduate school should use ASTRO 410, 431, 432 as part of the concentration; they are encouraged to use PHYS 318 and 327 to satisfy the core requirements in mechanics and electromagnetism.

Honors

A student may be granted honors in physics upon the recommendation of the Physics Advisers Committee of the physics faculty. There is no particular course structure or thesis requirement for honors.

Double Majors

Double majors including physics are possible and not at all uncommon. It should be noted, however, that any course used to satisfy a requirement of another major may be used in satisfaction of physics major requirements only if the student's concentration is *within* physics.

Courses with Overlapping Content

Because the department offers several courses with overlapping content, students should select courses carefully to meet the needs of their academic programs and to ensure credit for each course they take. Listed below are groups of courses with largely similar content. In general, students may receive credit for only one of the courses in each group.

PHYS 101, 112, 116, 207
PHYS 102, 208, 213, 217
PHYS 214, 218
PHYS 314, 318
PHYS 323, 327
PHYS 116, 216

Course Prerequisites

Prerequisites are specified in physics course descriptions to illustrate the materials that students should have mastered. Students who wish to plan programs different from those suggested by the prerequisite ordering are urged to discuss their preparation and background with a physics adviser or with the instructor in the course. In many cases an appropriate individual program can be worked out without exact adherence to the stated prerequisites.

Courses

Listed days and times are not definite but are unlikely to change. Days and times are not listed for 600-level courses.

PHYS 101 General Physics I (I)

Fall, summer 4-week or 8-week session. 4 credits. General introductory physics for nonphysics majors. Prerequisites: 3 years of high school mathematics, including some trigonometry. A student without high school physics should allow extra time for PHYS 101. Includes less mathematical analysis than PHYS 207, but more than PHYS 200-206, 209, 210. Enrollment may be limited. Fall introductory lec. R Aug. 24 or M Aug. 28, 7:30 p.m. D. Fitchen.

PHYS 101 emphasizes quantitative and conceptual understanding of the topics of introductory physics developed without use of calculus. The course is mostly self-paced in a mastery-oriented format including eight

subject units and a final retention (review) unit. Most instruction occurs in the learning center using video-taped lectures, personal tutoring by staff, assigned laboratory exercises, and solutions of sample test questions at our web site. Unit testing is designed to measure mastery with a limit of three test tries taken at the time of the student's choice. Major topics for 101: kinematics, forces and dynamics, momentum, energy, fluid mechanics, waves and sound, thermal physics, kinetic theory, and thermodynamics. At the level of *Physics 5th edition* by Cutnell and Johnson.

PHYS 102 General Physics II (I)

Spring, summer 4-week or 8-week session. 4 credits. Prerequisite for PHYS 102: PHYS 101 or 112 or 207. Includes less mathematical analysis than PHYS 208, but more than PHYS 200-206, 209, 210. Enrollment may be limited. Spring introductory lec, M Jan. 24, 7:30 p.m. Staff.

PHYS 101-102 emphasizes quantitative and conceptual understanding of the topics of introductory physics developed without use of calculus. The course is mostly self-paced in a mastery-oriented format including eight subject units and a final retention (review) unit each term. Most instruction occurs in the learning center using video-taped lectures, personal tutoring by staff, assigned laboratory exercises, and solutions of sample test questions at our web site. Unit testing is designed to measure mastery with a limit of three test tries taken at the time of the student's choice. Major topics for 102: electricity and magnetism, optics, relativity, atomic, quantum, and nuclear physics. At the level of *Physics 5th edition* by Cutnell and Johnson.

PHYS 103 General Physics (II)

Summer. 4 credits. Prerequisite: 3 years of high school mathematics, including some trigonometry. A student without high school physics should allow extra time for PHYS 103. PHYS 103 is a more traditional version of PHYS 101. PHYS 103 is not appropriate for students majoring in physics or engineering; it is primarily for students majoring in the life sciences. Lectures and discussions: M-F 10:00-11:15; laboratories M W 2:00-5:00.

Basic principles treated quantitatively but without calculus. Topics include: kinematics; forces and fields; momentum, angular momentum, and energy; thermal physics and fluid mechanics; sound waves. Text at the level of *Physics, 5th edition*, by Cutnell and Johnson.

PHYS 112 Physics I: Mechanics (II)

Fall, spring, summer 6-week session. 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisite: coregistration in MATH 192 (or 194 or 112), or substantial previous contact with introductory calculus combined with coregistration in MATH 111 or 191. Lec, M W F 10:10-11:00 or 12:20-1:10. Two rec. and one lab/cooperative learning session each week. Evening exams. Fall, A. LeClair; spring, staff.

Course covers the mechanics of particles with focus on: kinematics, dynamics, conservation laws, central force fields, periodic motion. Mechanics of many-particle systems: center of mass, rotational mechanics of a rigid body, and static equilibrium. At the level of *University Physics, Vol. 1*, by Young and Freedman.

PHYS 116 Physics I: Mechanics and Special Relativity (I)

Fall, spring. 4 credits. More analytic than PHYS 112, intended for students who will be comfortable with a deeper, somewhat more abstract approach. Intended mainly but not exclusively for prospective physics majors or applied and engineering physics majors. Prerequisites: a good secondary school physics course, familiarity with basic calculus, and enjoyment of puzzle-solving. Corrective transfers between PHYS 116 and PHYS 112 (in either direction) are encouraged during the first several weeks of instruction. Lec M W F 10:10–11:00.

A more rigorous version of PHYS 112, covering similar topics at the level of *An Introduction to Mechanics*, by Kleppner and Kolenkow.

PHYS 117 Concepts of Modern Physics

Fall. 1 credit. S-U only. Enrollment may be limited. Coregistration in PHYS 112 or 116 or 213 or 217 is required. For freshmen who plan to major in physics, applied and engineering physics, or astronomy. Lec, W 1:25–2:15 P.M. A. Sadoff.

This course is intended for freshmen who plan to major in physics or a closely related field (i.e., applied and engineering physics or astronomy) and would like to learn about the concepts of modern physics early in their physics education. Possible topics of discussion are methodology, symmetry and conservation laws, quantum theory, the unification of forces and matter, and big-bang cosmology.

PHYS 190 Supplemental Introductory Laboratory

Fall, spring. 1 credit. Times by arrangement with instructor. S-U only. Enrollment limited to students who have all of the following: (1) 3 transfer credits for introductory physics lecture material; (2) a degree requirement of the laboratory component of that introductory course; (3) approval of the director of undergraduate studies; and (4) permission of the lecturer of that course at Cornell. Enrollment limited.

A PHYS 190 Permission Form must be filed in 121 Clark Hall with the physics department course coordinator. Students perform the laboratory component of one of the introductory courses (PHYS 112, 213, 214) to complement the lecture-related course credit acquired elsewhere. Those wishing to take the equivalent of one of these introductory courses at another institution should receive prior approval from the director of undergraduate studies.

PHYS 200 Art, Archaeology, and Analysis (also GEOL 200, ENGR 185, MS&E 285, ARKEO 285, and ART 372) (I or IV)

For description, see EAS 200.

PHYS 201 Why the Sky Is Blue: Aspects of the Physical World (I)

Fall. 3 credits. Lec, T R 2:55–4:10, rec, W 9:05–9:55 or 2:30–3:20 or 3:35–4:25.

A. Sadoff.

This is a descriptive physics course aimed specifically at the nonscience student. There is an emphasis on the ideas of modern physics where the approach is both historical and thematic. The methodology of science and the nature of evidence is emphasized. An overriding theme is the character of physical laws as shown through the great principles of

symmetry and conservation. While there are a few computational problems assigned, the purpose is to help students to understand the concepts rather than to master problem-solving techniques. At the level of *Physics Concepts and Connections* by Hobson.

PHYS 202 The World According to Physics—The Way Things Work (I)

Summer-3 week session. 3 credits.

Prerequisite: 3 years of high school mathematics, including some trigonometry. M-F 10:00–12:00; laboratories 2 afternoons per week TBA. R. Lieberman.

Intended to provide students majoring in fields outside the sciences with an appreciation for the familiar physical world surrounding them. Which falls faster, a pound of gold or a pound of feathers? What trajectory does a launched rocket follow? Why are the curves on highways banked? What actually keeps a satellite circling the earth—why doesn't it just fall down or fly away? Can you build a ship that runs off the heat found in the ocean? With an emphasis on problem solving, the course helps the student develop skills transferable to other areas. Topics include: Newton's basic laws of motion, trajectories, satellites, space travel, and the concepts of energy.

PHYS 203 Physics of the Heavens and the Earth—A Synthesis (I)

Spring. 3 credits. Prerequisite: none; uses high school algebra and geometry. For nonscience majors. Lec T R 2:55–4:10; sec W 2:30–3:20 or 3:35–4:25. H. Padamsee.

This course shows how the unification of apparently distinct areas of physics leads to an explosion in the growth of our knowledge and understanding. The material is divided into three parts: the physics of motion on earth and motion in the heavens, showing how the two evolved separately, from the ideas of the ancient Greeks to the dynamics and telescopic discoveries of Galileo; the final melding of these two topics with Newton's Universal Gravitation; and an exploration of this "new" physics and its impact. There is an emphasis throughout on "how do we know the laws?" These are the stories of breakthrough discoveries and brilliant insights made by fascinating people, offering a humanistic perspective.

PHYS 205 Reasoning about Luck (I or II)

Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but uses high school algebra. Lec, M W 2:55–4:10; rec, T 2:30–3:20.

An attempt to explain how natural scientists can cope rationally with randomness. The first part of the course deals with the basic ideas of probability theory and explains why it is that in large systems likely events can become overwhelmingly likely. If we apply these ideas to gases consisting of very large numbers of molecules, an explanation of the true nature of heat follows. In this way, students are given a deep understanding of the second law of thermodynamics.

Probability enters into quantum mechanics in a more basic and somewhat mysterious way. We will spend the latter part of the course giving simple examples of the difference between classical and quantum probability. In particular, we discuss what is meant by an "entangled state" and how we know there are

no hidden variables. At the level of *Reasoning About Luck: Probability and Its Uses in Physics* by Ambegaokar.

PHYS 206 Physics in the News (I)

Spring. 3 credits. Prerequisite: high school algebra. Intended for non-science majors.

Does not serve as a prerequisite for further science courses. Lec T R 1:25–2:40. One rec. each week. N. Mistry.

"Physics in the News" examines the physics concepts behind the everyday news headlines. Typical topics include space exploration, global warming, medical imaging, magnetic levitation trains and electric cars, asteroid impacts, and other interesting headlines that may occur during the semester. This course is intended for non-science majors and is mainly descriptive. Our tools for understanding these topics are some of the most basic principles of physics, illustrated using algebra at the high school level. Detailed lecture notes are provided on the web. Readings are from the scientific press at the level of Scientific American and the text by Hobson listed below. Students are encouraged to explore the social and environmental aspects of some of the more debatable topics through articles and webpages. At the level of, *Physics, Concepts and Connections*, 2nd edition, by Art Hobson.

PHYS 207 Fundamentals of Physics I (I)

Fall. 4 credits. Prerequisites: high school physics plus MATH 111 or 191, or substantial previous contact with introductory calculus, combined with coregistration in a math course approved by instructor. Lec, M W F 9:05–9:55 or 11:15–12:05; two rec. and one lab each week. Evening exams. R. Thorne.

PHYS 207–208 is a two-semester introduction to physics, intended for students majoring in an analytically oriented biological science, a physical science, or mathematics with emphasis on applications and on quantitative tools generally applicable to the sciences.

Course covers: mechanics, conservation laws, waves, and topics from thermal physics, fluids, acoustics, and properties of matter. At the level of *Fundamentals of Physics*, Vol. I, 5th edition, by Halliday, Resnick, and Walker.

PHYS 208 Fundamentals of Physics II (I)

Spring. 4 credits. Prerequisites for PHYS 208: PHYS 207 or 112 or 101 and at least coregistration in MATH 112 or 192. PHYS 207–208 is a two-semester introduction to physics with emphasis on tools generally applicable in the sciences, intended for students majoring in a physical science, mathematics, or an analytically oriented biological science. Lec, M W F 9:05–9:55 or 11:15–12:05; two rec. and one lab each week. Evening exams. Staff.

Course covers electricity and magnetism, and topics from physical and geometrical optics, quantum and nuclear physics. At the level of *Fundamentals of Physics*, Vol. II, 5th edition, by Halliday, Resnick, and Walker.

PHYS 209 Relativity and Chaos (I or II)

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but uses high school algebra. Lec, T R 1:25–2:40; rec, M 2:30–3:20 or M 3:35–4:25.

We examine two revolutionary fields of classical physics, one venerable and one

relatively recent: the special theory of relativity is developed, with a view to understanding how certain simple but apparently contradictory facts about light lead to extraordinary insights into the nature of time; and the newer subject of "chaos" is explored, with a view to seeing how extremely simple rules can lead to behavior of breathtaking complexity.

PHYS 213 Physics II: Heat/Electromagnetism (I)

Fall, spring, (summer 6-week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: PHYS 112 and coregistration in the continuation of the mathematics sequence required for PHYS 112. Lec, T R 9:05-9:55 or 11:15-12:05, two rec: each week and six 2-hour labs. Evening exams. Fall, J. Rogers; spring, staff.

Course topics include: temperature, heat, thermal energy, electrostatics, behavior of matter in electric fields, DC circuits, magnetic fields, Faraday's law, Maxwell's equations, and electromagnetic oscillations. At the level of *University Physics/Vol. 1&2*, by Young and Freedman. Laboratory covers electrical measurements, circuits, and some aspects of heat transfer.

PHYS 214 Physics III: Optics, Waves, and Particles (I)

Fall, spring, (summer, 6 week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: PHYS 213 and completion of a course in differential equations. Two rec. each week and one 3-hour lab alternate weeks. Evening exams. Lec, T R 9:05-9:55 or 11:15-12:05. Fall, T. Arias; spring, staff.

Physics of wave phenomena, electromagnetic waves, interference and diffraction effects, wave properties of particles and introduction to quantum physics. Course includes computer use in solving problems and labs. At the level of *University Physics, Vol. 1&2*, by Young and Freedman.

PHYS 216 Introduction to Special Relativity

Fall, spring, based on preregistration. 1 credit. S-U only. Enrollment may be limited. Course is completed within first 4 to 6 weeks of term. Coregistration in this course is a requirement for registration in PHYS 217, unless the student has taken a relativity course at the level of PHYS 116 or ASTRO 106. Prerequisites: PHYS 112 or PHYS 207 or permission of instructor. Lec, T R 8:00-8:50. Fall, J. Rogers; spring, staff.

Introduction to Einstein's Theory of Special Relativity including: Galilean and Lorentz transformations, the concept of simultaneity, time dilation and Lorentz contraction, the relativistic transformations of velocity, momentum and energy, and relativistic invariance in the laws of physics. At the level of *An Introduction to Mechanics* by Kleppner and Kolenkow.

PHYS 217 Physics II: Electricity and Magnetism (also A&EP 217) (I)

Fall, spring. 4 credits. Enrollment may be limited. Intended for students who have done very well in PHYS 112 or 116 and in mathematics and who desire a more analytic treatment than that of PHYS 213. Prospective physics majors are encouraged to select PHYS 217. Prerequisites: approval of student's adviser and permission from the instructor. A placement quiz may be given early in the semester, permitting

those students who find PHYS 217 too abstract or analytical to transfer into PHYS 213, which they can do without difficulty at that time. Vector calculus is taught in this course, but previous contact, especially with the operations *grad*, *div*, and *curl*, is helpful. It is assumed the student has seen Special Relativity at the level of PHYS 116 or is currently enrolled in PHYS 216. It is also assumed that the student has covered the material of MATH 192 and is coregistered in MATH 293 or the equivalent. Lec, M W F 10:10-11:00.

Fall, A. Sievers; spring, R. Buhrman.

At the level of *Electricity and Magnetism*, by Purcell (Vol. 2, Berkeley Physics Series).

PHYS 218 Physics III: Waves and Thermodynamics (I)

Fall, spring. 4 credits. Enrollment may be limited. Intended for students who have done very well in PHYS 116 and 217 and in mathematics, and who desire a more analytic treatment than that of PHYS 214. Prospective physics majors are encouraged to select PHYS 218. Prerequisites: PHYS 217 (with a grade of B or higher) and completion of a course in differential equations or permission of instructor. A placement quiz may be given early in the semester so that students who find PHYS 218 too demanding can transfer into PHYS 214. Lec, M W F 11:15-12:05. Fall, N. Ashcroft; spring, staff.

Topics covered in recent years have included oscillators, mechanical waves, electromagnetic waves, physical and geometrical optics, and the first and second laws of thermodynamics. Evening exams may be scheduled. At the level of *Physics of Waves* by Elmore and Heald.

PHYS 310 Intermediate Experimental Physics (I)

Spring. 3 credits. Enrollment may be limited. Prerequisite: PHYS 208 or 213. Labs T R 1:25-4:25.

Students select from a variety of experiments. An individual, independent approach is encouraged. Facilities of the PHYS 410 lab are available for some experiments.

PHYS 314 Intermediate Mechanics (I)

Spring. 4 credits. Prerequisites: PHYS 208 or 214 (or equivalent) and MATH 294 (or equivalent); Intended for physics majors with concentration outside of physics or astronomy; PHYS 318 covers similar material at a more analytical level. Lec, M W F 10:10-11:00, rec. F 1:25-2:15. C. Franck.

Likely topics include: Lagrangian mechanics; Newtonian mechanics based on a variational principle; conservation laws from symmetries; two-body orbits due to a central force; analysis of scattering experiments; small amplitude oscillating systems including normal mode analysis; parametrically driven systems; rigid body motion; motion in non-inertial reference frames; and nonlinear behavior including bistability and chaos. Students not only become more familiar with analytic methods for solving problems in mechanics but also gain experience with computer tools. At the level of *Classical Dynamics* by Marion and Thorton.

PHYS 316 Modern Physics I (I)

Fall, spring. 3 credits. Prerequisites: PHYS 214 or 218 and coregistration in at least MATH 294 or equivalent. It is assumed that majors registering in PHYS 316 will continue with PHYS 317. Lec, M W F 9:05-9:55; rec, R 3:35-4:25. S. Teukolsky.

Course topics include: breakdown of classical concepts in microphysics; light quanta and matter waves; Schrödinger equation and solutions in 1 and 3 dimensions; and the hydrogen atom, exclusion principle, and spin and magnetic moments. At the level of *An Introduction to Quantum Physics* by French and Taylor.

PHYS 317 Modern Physics II (I)

Fall. 3 credits. Prerequisite: PHYS 316. Lec, M W F 9:05-9:55, rec, T 2:30-3:20. G. Dugan.

Course topics include: an investigation of quantum phenomena; atomic physics; classical and quantum statistical mechanics; molecules; solid state physics; nuclear physics and radioactivity; and elementary particle physics. At the level of *Modern Physics* by Serway.

PHYS 318 Analytical Mechanics (I)

Spring. 4 credits. Prerequisites: PHYS 116 or permission of instructor; A&EP 321 or MATH 420. Intended for junior physics majors concentrating in physics or astronomy. PHYS 314 covers similar material at a less demanding level. Lec, M W F 10:10-11:00; rec, F 2:30-3:20. M. Neubert.

Newtonian mechanics of particles and systems of particles, including rigid bodies; oscillating systems; gravitation and planetary motion; moving coordinate systems; Euler's equations; Lagrange and Hamilton formulations; normal modes and small vibrations; introduction to chaos. At the level of *Classical Mechanics* by Goldstein, *Classical Dynamics* by Marion and Thorton, and *Analytical Mechanics* by Hand and Finch. Supplementary reading is assigned.

PHYS 323 Intermediate Electricity and Magnetism (I)

Fall. 4 credits. Prerequisites: PHYS 208 or 213/214 (or equivalent) and MATH 293/294 (or equivalent); coregistration in A&EP 321 or MATH 420 recommended. Intended for physics majors with a concentration outside of physics or astronomy; PHYS 327 covers similar material at a more analytical level. Lec, M W F 11:15-12:05, rec, F 2:30-3:20. R. Talman.

Course topics include: electro/magnetostatics, boundary value problems, dielectric and magnetic media, Maxwell's Equations, electromagnetic waves, and sources of electromagnetic radiation. At the level of *Introduction to Electrodynamics* by Griffiths.

PHYS 327 Advanced Electricity and Magnetism (I)

Fall. 4 credits. Prerequisites: PHYS 217/218 or permission of instructor; coregistration in A&EP 321 or MATH 420. Intended for physics majors concentrating in physics or astronomy. PHYS 323 covers similar material at a less demanding level. N.B.: PHYS 327 assumes knowledge of the material at the level of PHYS 217, and makes extensive use of Fourier transforms. Lec, M W F 11:15-12:05, rec, F 2:30-3:20. L. Gibbons.

Course covers: electro/magneto-statics, vector and scalar potentials, Laplace's Equation and boundary value problems, multipoles; radiation-solutions to Maxwell's Equations,

energy-momentum of radiation; electrodynamics in media; and special relativity-transformations, four vectors, particle kinematics and dynamics, relativistic electrodynamics. At the level of *Classical Electromagnetic Radiation*, by Heald and Marion.

PHYS 330 Modern Experimental Optics (also A&EP 330) (I)

Fall. 4 credits. Enrollment limited.

Prerequisite: PHYS 214 or equivalent. Lec, W 12:20–1:10; Lab, M T 1:25–4:25.

M. Wang.

A practical laboratory course in basic and modern optics. The six projects cover a wide range of topics from geometrical optics to classical wave properties such as interference, diffraction, and polarization. Each experimental setup is equipped with standard, off-the-shelf optics and opto-mechanical components to provide the students with hands-on experience in practical laboratory techniques currently employed in physics, chemistry, biology, and engineering. Students are also introduced to digital imaging and image processing techniques. At the level of *Optics* by Hecht.

PHYS 341 Thermodynamics and Statistical Physics (I)

Fall. 4 credits. Prerequisites: PHYS 214, 316, and MATH 294. Lec, M W F 10:10–11:00, rec, R 2:30–3:20. V. Ambegaokar.

Course covers: statistical physics, developing both thermodynamics and statistical mechanics simultaneously. Also covers concepts of temperature, laws of thermodynamics, entropy, thermodynamic relations, and free energy. Applications to phase equilibrium, multicomponent systems, chemical reactions, and thermodynamic cycles. Application of statistical mechanics to physical systems, and introduction to treatment of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics with applications. Elementary transport theory. At the level of *Fundamentals of Statistical and Thermal Physics*, by Reif, or *Introduction to Statistical Mechanics* by Betts.

PHYS 360 Electronic Circuits (also A&EP 363) (I)

Fall, spring. 4 credits. S-U grade option available by permission of the instructor for students who do not require this course for their major. Prerequisites: undergraduate course in electricity and magnetism (e.g., PHYS 208, 213, or 217) or permission of the instructor. No previous electronics experience is assumed, although the course moves quickly through introductory topics such as basic dc circuits. Fall term usually has a smaller enrollment. Lec, M 2:30–4:25. Labs T R or W F 1:25–4:25; evening labs M W 7:30–10:30 spring. Fall, E. Kirkland; spring R. Thorne.

Practical electronics as encountered in a scientific or engineering research/development environment. Analyze, design, build, and test circuits using discrete components and integrated circuits. Analog circuits: resistors, capacitors, filters, operational amplifiers, feedback amplifiers, oscillators, comparators, passive and active filters, diodes and transistor switches and amplifiers. Digital circuits: combinational and sequential logic (gates, flip-flops, registers, counters, timers), analog to digital (ADC) and digital to analog (DAC) conversion, signal averaging, computer architecture and interfacing. Additional topics may include analog and digital signal processing, light wave communications,

transducers, and noise reduction techniques. At the level of *Art of Electronics* by Horowitz and Hill.

PHYS 400 Informal Advanced Laboratory

Fall, spring; (summer, 6 week session).

Variable to 3 credits. (3 credits NOT variable in summer.) Prerequisites: 2 years of physics or permission of instructor. Lab T W 1:25–4:25. Fall, L. Hand; spring, D. Hartill.

Experiments of widely varying difficulty in one or more areas, as listed under PHYS 410, may be done to fill the student's special requirements.

PHYS 410 Advanced Experimental Physics

Fall, spring. 4 credits. Limited to seniors except by special permission. Prerequisites: PHYS 214 (or 310 or 360) plus 318 and 327, or permission of instructor. Lec, M 2:30–3:20, lab T W 1:25–4:25. Fall, L. Hand; spring, D. Hartill.

Selected topics in experimental concepts and techniques. About 60 different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, and nuclear physics. The student performs three to six diverse experiments, depending on difficulty, selected to meet individual needs and interests. Independent work is stressed. Lectures are on experimental techniques used in experiments in the laboratory and on current research topics.

PHYS 443 Introductory Quantum Mechanics (I)

Spring. 4 credits. Prerequisites: PHYS 327 or 323; and PHYS 316 and A&EP 321 or MATH 420; coregistration in PHYS 314 or 318; or permission of instructor. Lec, M W F 9:05–9:55, rec, R 3:35–4:25. S. Teukolsky.

This course provides an introduction to concepts and techniques of quantum mechanics, at the level of *An Introduction to Quantum Mechanics*, by Griffiths.

PHYS 444 Nuclear and High-Energy Particle Physics (I)

Spring. 4 credits. Prerequisite: PHYS 443 or permission of instructor. Lec, M W F 9:05–9:55, rec, F 2:30–3:20. J. Rogers.

The course begins with a phenomenological description of atomic nuclei made of neutrons and protons. This includes what is measured and how one may use nuclear interactions as a source of energy. The study of proton-nuclear interactions led to the discovery of many new particles. The course then goes into the behavior of high-energy particles and radiation; elementary particles; basic properties of accelerators and detectors; general symmetries and conservation laws. At the level of *Concepts of Particle Physics*, by Gottfried and Weisskopf or *Modern Elementary Particle Physics* by Kane.

PHYS 451 Classical Mechanics, Nonlinear Dynamics, and Chaos (also PHYS 551) (I)

Spring. 3 credits. Only students with a strong performance in PHYS 318 or the equivalent will be admitted to the course. Biweekly two-hour seminar to be scheduled. Lec, T R 10:10–11:25. Next offered spring 2002. L. Hand.

This course provides an introduction to advanced topics in modern classical mechanics: methods of formulating both discrete and

continuum Hamiltonian dynamics, classical field theory, canonical transformations, action-angle variables, the Hamilton-Jacobi equation, connection between classical and quantum mechanics, solvable, integrable, and nonintegrable systems, and KAM tori. Includes analytic techniques in nonlinear dynamics with examples chosen from a variety of systems of physical interest, phase-locking and fractional order resonances, and classification of bifurcations. Also covers dissipative and Hamiltonian chaos: logistic and standard maps, renormalization, KAM theorem, and quantum chaos. Some fluid dynamics and Sturm-Liouville theory included as time permits. The first part of the course is at the level of *Theoretical Mechanics of Particles and Continua*, by Fetter and Walecka; the second part is at the level of *Regular and Chaotic Dynamics*, 2nd edition, by Lichtenberg and Leiberman.

PHYS 454 Introductory Solid-State Physics (also A&EP 450) (I)

Fall. 4 credits. Prerequisite: PHYS 443, A&EP 361, or CHEM 793 is highly desirable but not required. Lec, M W F 9:05–9:55. Computer lab: W or R 2:30–4:25. F. Wise.

An introduction to modern solid-state physics, including crystal structure, lattice vibrations, electron theory of metals and semiconductors, and selected topics from magnetic properties, optical properties, superconductivity, and defects. At the level of *Introduction to Solid State Physics*, by Kittel, and *Solid State Physics*, by Ashcroft and Mermin.

PHYS 455 Geometrical Concepts in Physics (I)

Spring. 4 credits. Prerequisite: PHYS 323 or equivalent and at least coregistration in PHYS 318 or permission of instructor. Usually offered every other spring. Lec, T R 10:10–11:25. R. Talman.

Geometrical methods are an essential tool in modern theoretical physics and also provide deep insights into classical physics. This course introduces basic concepts from differential geometry, emphasizing calculational methods and illustrating their utility by drawing examples from mechanics, electrodynamics, and crystal diffraction. Tensors, differential forms, covariant and Lie derivatives, Lie algebra of vector fields, and gauge invariance are developed and employed. At the level of *Geometric Mechanics* by Talman.

[PHYS 456 Introduction to Accelerator Physics and Technology (also PHYS 656) (I)]

Fall. 3 credits. Prerequisites: Intermediate E&M (PHYS 323 or 327) and Classical Mechanics (PHYS 314 or 318). Lec, T R 10:10–11:25. Not offered 2001–2002. G. Dugan.

Fundamental physical principles of particle accelerators and enabling technologies, with a focus on circular high energy colliders, such as the Cornell Electron Storage Ring (CESR). Includes beam optical design, the single-particle dynamics of transverse and longitudinal motion, the role of synchrotron radiation, nonlinear and coupled motion, and collective effects. The physics of some of the required technologies (radio frequency cavity systems, vacuum systems, and magnets) will be covered in seminars conducted by experts. At the level of *Introduction to the Physics of High Energy Accelerators* by Edwards and Syphers.]

[PHYS 457 The Storage Ring as a Source of Synchrotron Radiation (also PHYS 657) (I)]

Spring. 3 credits. Prerequisites: intermediate level mechanics (PHYS 314 or 327) and E&M (PHYS 323 or 327) or permission of instructor. Previous completion of PHYS 456/656 is not required. Lec, T R 11:40-12:55. Not offered 2001-2002. S. Gruner and R. Talman.

This course covers physics of synchrotron radiation with a focus on characteristics of radiation from dipole magnets, electron beam properties that influence radiation characteristics, issues of flux, brightness, emittance, brilliance, beam stability, and beam lifetime. Regular lectures alternate with visitor lectures on specialized topics on radiation from insertion devices (i.e., wigglers and undulators,) x-ray optics, coupling to beams, and coherence in x-ray beams. There is special emphasis on understanding the requirements of experimental x-ray applications and hands-on opportunities for doing synchrotron radiation experiments. Course notes are made available on a web site.]

PHYS 480 Computational Physics (also PHYS 680 and ASTRO 690) (I)

Spring. 3 credits. S-U grades only. The course assumes familiarity with the standard mathematical methods for the physical sciences and engineering, differential equations and linear algebra in particular and with computer programming (e.g., Fortran or C). Lec, T R 8:40-9:55. T. Arias.

This course covers numerical methods for ordinary and partial differential equations, linear algebra and eigenvalue problems, nonlinear equations, and fast Fourier transforms from the hands-on perspective of how they are used in modern computational research in the era of open software and the web. The computer assignments which teach the material are designed also to achieve a larger goal: In the end, each student has developed his or her own working ab initio computer program for calculating the properties of molecules and materials with the methods which won Walter Kohn and John Pople the Nobel prize in Chemistry in 1998.

PHYS 481 Quantum Information Processing (also PHYS 681 and COM S 483)

Spring. 2 credits. S-U only. Lec, T R 1:25-2:15. N. David Mermin.

A technology firmly grounded on fundamental principles of quantum physics can spectacularly alter both the nature of computation and the means available for the transmission of information. Though implementation may be extremely difficult to achieve, the theory of quantum computation offers striking new perspectives on computation and information, as well as on the quantum theory itself. Topics include an introduction to the relevant principles of quantum physics, quantum cryptography, quantum bit commitment, teleportation, Shor's factoring algorithm, Grover's search algorithm, quantum circuits, and quantum error correction. The subject is developed in a manner suitable both for physicists, unfamiliar with computational complexity theory, and computer scientists and mathematicians, unfamiliar with the principles of quantum mechanics. Familiarity with the theory of vector spaces over the complex numbers is assumed.

PHYS 487 Selected Topics in Accelerator Technology (also PHYS 687)

Fall. 2 credits. S-U only. Prerequisites: intermediate E&M (PHYS 323 or 327). Lec, T R 11:40-12:55. Staff.

Fundamentals of accelerator technology. This course consists of a series of topical seminars covering the principal elements of accelerator technology. Each seminar consists of two to four lectures. The topics covered include magnet technology (normal, superconducting, and permanent), particle sources (both electrons and ions), rf technology (normal and superconducting), power conversion, vacuum technology (both warm and cold vacuum systems), feedback systems, general instrumentation and control systems, cryogenics systems, and survey and alignment.

PHYS 488 Introduction to Accelerator Physics and Technology (also PHYS 688) (I)

Fall. 3 credits. Prerequisites: Intermediate E&M (PHYS 323 or PHYS 327) and Classical Mechanics (PHYS 314 or PHYS 318). Lec, T R 10:10-11:25. A. G. Dugan.

Course covers fundamental physical principles of particle accelerators and enabling technologies, with a focus on circular high energy colliders, such as the Cornell Electron Storage Ring (CESR). Includes beam optical design, the single-particle dynamics of transverse and longitudinal motion, collective motion, the role of synchrotron radiation, and the interactions of colliding beams. The physics of some of the required technologies, such as radiofrequency cavity systems, vacuum systems, and magnets, is covered in seminars conducted by experts. At the level of *Introduction to the Physics of High Energy Accelerators* by Edwards and Syphers.

PHYS 490 Independent Study in Physics

Fall or spring. Variable to 4 credits. Students can apply a maximum of eight PHYS 490 credits to the physics major. Prerequisite: permission required of professor who will direct proposed work. A copy of the Request for Independent Study form must be filed with physics department course coordinator, 121 Clark Hall. Individual project work (reading or laboratory) in any branch of physics.

PHYS 500 Informal Graduate Laboratory

Fall, spring; summer. Variable to 2 credits. By permission of instructor. Experiments of widely varying difficulty in one or more areas, as listed under PHYS 510, may be done to fill student's special requirements.

PHYS 510 Advanced Experimental Physics

Fall, spring, summer. 3 credits. Lab, T W 1:25-4:25. An optional lecture associated with PHYS 410, M 2:30-4:25 is available. Fall, L. Hand; spring, D. Hartill.

About 60 different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, and nuclear physics. Students perform four to eight experiments selected to meet individual needs. Independent work is stressed. Lectures include techniques used in experiments in the advanced laboratory and on current research topics.

PHYS 520 Projects in Experimental Physics

Fall, spring, summer. Variable to 3 credits. To be supervised by faculty member. Students must advise department course coordinator of faculty member responsible for their project. Prerequisite: PHYS 510.

Projects of modern topical interest that involve some independent development work by student. Opportunity for more initiative in experimental work than is possible in PHYS 510.

PHYS 525 Physics of Black Holes, White Dwarfs, and Neutron Stars (also ASTRO 511)

Spring. 4 credits. No astronomy or general relativity prerequisites. D. Lai.

This course covers the formation of compact objects: neutrino and gravitational radiation from supernova collapse and neutron stars; equilibrium configurations, equations of state, stability criteria, and mass limits; the influence of rotation and magnetic fields, pulsar phenomena, mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes, compact X-ray sources; Gamma-Ray bursts; and high energy processes near supermassive blackholes, Quasars, and active galactic nuclei. Emphasis is on the application of fundamental physical principles to compact objects. Topics in diverse areas of physics are discussed including: solid-state physics, nuclear physics, relativity, fluid dynamics, and high-energy physics.

PHYS 551 Classical Mechanics, Nonlinear Dynamics, and Chaos (also PHYS 451)

Spring. 3 credits.

For description, see PHYS 451.

PHYS 553-554 General Relativity (also ASTRO 509-510)

553, fall; 554, spring. 4 credits. Prerequisite: knowledge of special relativity at the level of Classical Mechanics, by Goldstein. Lec, T R 1:25-2:40. E. Flanagan.

PHYS 553 is a systematic introduction to Einstein's theory, with emphasis on modern coordinate-free methods of computation. Topics include review of special relativity, modern differential geometry, foundations of general relativity, laws of physics in the presence of a gravitational field, and experimental tests of gravitation theories. At the level of *Gravitation*, by Misner, Thorne, and Wheeler. PHYS 554 is a continuation of 553 that emphasizes applications to astrophysics and cosmology. Topics include relativistic stars; gravitational collapse and black holes, gravitational waves, and cosmology.

PHYS 561 Classical Electrodynamics

Fall. 3 credits. T-M. Yan.

Course covers Maxwell's equations, electromagnetic potentials, electrodynamics of continuous media (selected topics), special relativity, and radiation theory. At the level of *Classical Electrodynamics*, by Jackson.

PHYS 562 Statistical Physics

Spring. 4 credits. Primarily for graduate students. Prerequisites: a good knowledge of quantum mechanics (at the level of Merzbacher), classical mechanics (at the level of Marion), and statistical mechanics (at the level of Reif). Lec, M W F 9:05-9:55. N. Ashcroft.

Course covers macroscopic or thermodynamic concepts including the laws of thermodynamics, thermodynamic functions, thermodynamic stability, and the thermodynamics of phase

equilibria. Other topics include: microscopic concepts including 1-, 2-, and N- particle quantum states; the micro-canonical, canonical and grand-canonical distributions; Bose-Einstein, Fermi-Dirac, and Boltzmann statistics; the density-matrix; and the microscopic-macroscopic connection. Applications include spin systems—the Ising and related models; strongly correlated fluids, and lattice-gases, including distribution and correlation functions, thermodynamic perturbation theory and introduction to critical phenomena and the renormalization group; dense Fermi- and Bose- systems; linear response of quantal and classical systems; transport properties; and the Boltzmann equation. At the level of *Statistical Mechanics* (2nd edition) by Pathria and *Statistical Mechanics of Phase Transition* by Yeomans.

PHYS 572 Quantum Mechanics (I)

Fall. 4 credits. Lec, M W F 11:15–12:05.
P. Drell.

Course covers the general principles of quantum mechanics, formulated in the language of Dirac. Covers systems with few degrees of freedom: hydrogen atom, including fine and hyperfine structure; the deuteron; and atomic transitions. Theory of angular momentum, symmetries, perturbations and collisions are developed to analyze phenomena displayed by these systems. At the level of *Modern Quantum Mechanics* by Sakurai. A knowledge of the subject at the level of PHYS 443 is assumed, but the course is self-contained.

PHYS 574 Quantum Mechanics (II)

Spring. 4 credits. Lec, M W F 11:15–12:05.
E. Flanagan.

Course covers systems with many degrees of freedom. Topics include: quantization of the electromagnetic field; interaction of light with matter; many electron atoms; second quantization for fermions; quantum liquids; scattering of complex systems; and an introduction to the Dirac equation. A knowledge of the concepts and techniques covered in PHYS 561 and 572 is assumed.

PHYS 599 Cosmology (also ASTRO 599)

For description, see ASTRO 599.

PHYS 635 Solid State Physics (I)

Fall. 3 credits. Prerequisites: a good undergraduate solid-state physics course, such as PHYS 454, as well as familiarity with graduate-level quantum mechanics.
D. Ralph.

A survey of the physics of solids: crystal structures, x-ray diffraction, phonons, and electrons. Selected topics from semiconductors, magnetism, superconductivity, disordered materials, dielectric properties, and mesoscopic physics. At the level of *Solid State Physics* by Ashcroft and Mermin.

PHYS 636 Solid-State Physics (II)

Spring. 3 credits. Prerequisite: PHYS 635.
P. Brouwer.

A continuation of PHYS 635. Topics covered include: Fermi Liquid Theory, magnetism, superconductivity, broken symmetries, elementary excitations, and other topics in quantum condensed matter physics not covered in *Solid State Physics* by Ashcroft and Mermin. These topics include: topological defects, superfluids, the quantum Hall effect, mesoscopic quantum transport theory, disordered systems, Anderson localization, and other metal insulator transitions.

PHYS 645 High-Energy Particle Physics

Fall. 3 credits. B. Gittelman.

Course serves as an introduction to physics of baryons, mesons, and leptons. Topics include: strong, electromagnetic, and weak interactions; relevance of symmetry laws to particle physics; and an introduction to the quark model. At the level of *The Experimental Foundations of Particle Physics*, by Cahn and Goldhaber.

PHYS 646 High-Energy Particle Physics

Spring. 3 credits. Staff.

This course covers: topics of current interest, such as high-energy electron and neutrino interactions, electron positron annihilation, and high-energy hadronic reactions. Lectures and reading material are at the level of *Introduction to High Energy Physics*, by Perkins and *Elementary Particle Physics* by Griffiths.

Note: Only S-U grades are given in courses numbered 650 or above.

PHYS 651 Relativistic Quantum Field Theory (I)

Fall. 3 credits. S-U grades only.
M. Neubert.

Topics covered include consequences of causality and Lorentz invariance, field quantization, perturbation theory, calculation of cross sections and decay rates, and an introduction to radiative corrections and renormalization with applications to electromagnetic and weak interactions.

PHYS 652 Relativistic Quantum Field Theory (II)

Spring. 3 credits. S-U grades only. H. Tye.

This course is a continuation of PHYS 651 and introduces more advanced methods and concepts in quantum field theory. Topics include functional integral methods, quantization of non-abelian gauge theories, the renormalization group, and spontaneous symmetry breaking. Topics in cosmology, supersymmetry or superstring may be introduced. Applications to the electroweak theory and quantum chromodynamics are emphasized. At the level of *An Introduction to Quantum Field Theory* by Peskin and Schroeder.

PHYS 653 Statistical Physics

Fall. 3 credits. Normally taken by graduate students in their second or later years. Prerequisites: competence in the basic principles of quantum mechanics, statistical physics at the level of PHYS 562, and thermodynamics. S-U grades only.
A. C. Henley.

Survey of topics in modern statistical physics including: Dynamical statistical physics (kinetic theory, Boltzmann equation, hydrodynamics); theory of simple fluids; scaling theories and the renormalization group; phase transitions in disordered systems; and pattern formation in nonlinear systems, percolation theory.

PHYS 654 Theory of Many-Particle Systems

Spring. 3 credits. Prerequisites: PHYS 562, 574, 635, 636, and 653 or permission of instructor. S-U grades only. Staff.

Equilibrium and transport properties of microscopic systems of many particles studied at zero and finite temperatures. Formalisms such as thermodynamic Green's functions are introduced and applied to such topics as normal and superconducting Fermi systems, superfluidity, magnetism, insulating crystals.

[PHYS 656 Introduction to Accelerator Physics and Technology (also PHYS 456)]

Not offered 2001–2002.
See PHYS 456 for description.]

[PHYS 657 The Storage Ring as a Source of Synchrotron Radiation (also PHYS 457)]

Not offered 2001–2002.
See PHYS 457 for description.]

[PHYS 661 Advanced Topics in High Energy Particle Theory]

Fall. 3 credits. Prerequisites: PHYS 652. S-U grades only. Not offered 2001–2002.

This course presents advanced topics of current research interest. Subject matter varies from year to year. Some likely topics are two-dimensional conformal field theory with applications to string theory and condensed matter physics, applications of the electroweak theory, lattice gauge theory, mathematical methods (e.g. group theory), perturbative quantum chromodynamics, anomalies and geometry, supersymmetry, current algebra, heavy quark physics, heavy quark symmetry, and phenomenological issues beyond the standard model.]

PHYS 667 Theory of Stellar Structure and Evolution (also ASTRO 560)

For description, see ASTRO 560.

[PHYS 670 Instrumentation Seminar]

Spring. 2 credits. S-U grades only. Not offered 2001–2002. J. Alexander.

Course covers conception, design, and performance of innovative instrumentation in condensed matter and elementary particle physics.]

PHYS 680 Computational Physics (also PHYS 480 and ASTRO 690)

For description, see PHYS 480.

PHYS 681–689 Special Topics

Offerings are announced each term. Typical topics are group theory, analyticity in particle physics, weak interactions, superfluids, stellar evolution, surface physics, Monte Carlo methods, low-temperature physics, magnetic resonance, phase transitions, and the renormalization group.

PHYS 681 Quantum Information Processing (also PHYS 481 and COM S 453)

See PHYS 481 for description.

PHYS 687 Selected Topics in Accelerator Technology (also PHYS 487)

See PHYS 487 for description.

PHYS 688 Introduction to Accelerator Physics and Technology (also PHYS 488)

Fall. 3 credits. Staff TBA.
For description, see PHYS 488.

PHYS 690 Independent Study in Physics

Fall or spring. Variable to 4 credits. Students must advise department course coordinator, 121 Clark Hall, of faculty member responsible for grading their project. S-U grades only. Special graduate study in some branch of physics, either theoretical or experimental, under the direction of any professorial member of the staff.

POLISH

See Department of Russian.

PORTUGUESE

See Department of Romance Studies.

PSYCHOLOGY

D. J. Bem, S. L. Bem, U. Bronfenbrenner, M. Christiansen, J. E. Cutting, R. B. Darlington, T. J. DeVoogd, D. A. Dunning, S. Edelman, D. J. Field, B. L. Finlay, E. J. Gibson, T. D. Gilovich, B. P. Halpern, A. M. Isen, S. J. Johnson, R. E. Johnston, C. L. Krumhansl, W. W. Lambert, D. A. Levitsky, J. B. Maas, U. Neisser, M. Owren, H. S. Porte, D. T. Regan, E. A. Regan, H. Segal, M. Spivey, B. J. Strupp

The major areas of psychology represented in the department are perceptual and cognitive psychology, biopsychology, and personality and social psychology. These areas are very broadly defined, and the courses are quite diverse. Biopsychology includes such things as animal learning, neuropsychology, interactions between hormones, other biochemical processes, and behavior. Perceptual and cognitive psychology includes such courses as cognition, perception, memory, and psycholinguistics. Personality and social psychology is represented by courses in social psychology and personality (such as Psychology and Law, Judgment and Decision Making, and Social Construction of Gender), as well as courses in fieldwork and psychopathology. In addition to the three major areas mentioned above, the department also emphasizes the statistical and logical analysis of psychological data and problems.

The Major

Admission to the major is usually granted to any student in good standing in the college who has passed three or more psychology courses with grades of C+ or better. Provisional admission requires two such courses. To apply to the major and receive an adviser, a major application form may be obtained from the department office (211 Uris Hall) and should be completed and taken to one of the faculty members whose name is listed on the form.

Requirements for the major are:

- 1) a total of 40 credits in psychology (including prerequisites), from which students majoring in psychology are expected to choose, in consultation with their advisers, a range of courses that covers the basic processes in psychology (laboratory and/or field experience is recommended); and
- 2) demonstration of proficiency in statistics before the beginning of the senior year. (See the section below on the statistics requirement.)

Normally it is expected that all undergraduate psychology majors will take at least one course in each of the following three areas of psychology:

- 1) **Perceptual and cognitive psychology**
- 2) **Biopsychology**

3) **Social, personality, and abnormal psychology**

The following classification of Department of Psychology offerings is intended to help students and their advisers choose courses that will ensure that such breadth is achieved.

- 1) **Perceptual and cognitive psychology:** PSYCH 205, 209, 214, 215, 292, 305, 311, 316, 342, 412, 413, 414, 415, 416, 417, 418, 419, 436, 492.
- 2) **Biopsychology:** PSYCH 223, 307, 322, 324, 326, 332, 361, 396, 420, 422, 424, 425, 429, 431, 440, 492.
- 3) **Social, personality, and abnormal psychology:** PSYCH 128, 265, 275, 277, 280, 281, 325, 327, 328, 402, 404, 450, 481, 489, 491.
- 4) **Other courses:** PSYCH 101, 199, 347, 350, 410, 440, 441, 470, 471, 472, 473, 475, 478, 479. The major adviser determines to which group, if any, these courses may be applied.

With the permission of the adviser, courses in other departments may be accepted toward the major requirements.

Fieldwork, independent study, and teaching. The department requires students to observe the following limits on fieldwork, independent study, and teaching.

- 1) Undergraduates may not serve as teaching assistants for psychology courses if they are serving as teaching assistants for any other course during the same semester.
- 2) An undergraduate psychology major cannot apply more than 12 of the credits earned in independent study (including honors work) and fieldwork toward the 40 credits required by the major.

Statistics requirement. Proficiency in statistics can be demonstrated in any one of the several ways listed below.

- 1) Passing PSYCH 350.
- 2) Passing an approved course or course sequence in statistics in some other department at Cornell. The approved list of courses and sequences may change. It has usually included SOC 301 and ILR 210 and 211. Requests that a particular course be added to this list may be made to Professor Gilovich.
- 3) Passing a course or course sequence in statistics at some other college, university, or college-level summer school. The course or sequence must be equivalent to at least six semester credits. The description of the course from the college catalog and the title and author of the textbook used must be submitted to Professor Gilovich for approval.
- 4) Passing an exemption examination. This examination can be given at virtually any time during the academic year if the student gives notice at least one week before. Students who have completed a theoretical statistics course in a department of mathematics or engineering and who wish to demonstrate competence in applied statistics usually find this option the easiest. Students planning this option should discuss it in advance with Professor Gilovich.

Concentration in biopsychology. Psychology majors interested in psychology as a biological science can elect to specialize in biopsychology. Students in this concentration must meet all of the general requirements for the major in psychology and must also demonstrate a solid background in biology; the physical sciences, including at least introductory chemistry; and mathematics. Students will design with their advisers an integrated program in biopsychology built around courses on physiological, chemical, anatomical, and ecological determinants of human and nonhuman behavior offered by the Department of Psychology. Additional courses in physiology, anatomy, biochemistry, neurochemistry, neurobiology, and behavioral biology may be designated as part of the psychology major after consultation between the student and his or her biopsychology adviser.

Concentration in personality and social psychology. Psychology majors who wish to specialize in social psychology are expected to meet the general requirements set by their department, including statistics. To ensure a solid interdisciplinary grounding, students in the concentration will be permitted to include some major courses in sociology and related fields. Advisers will assist students in the selection of a coherent set of courses from social organization, cultural anthropology, experimental psychology, social methodology, and several aspects of personality and social psychology. Seniors in the concentration may elect advanced and graduate seminars, with the permission of the instructor.

Undergraduate honors program. The honors program is designed for those exceptionally able students who wish to pursue an intensive and independent program of research in psychology. Successful participation in this program serves as evidence of the student's facility in the two most important skills of an academic psychologist: the capacity to acquire and integrate a substantial body of theoretical and factual material and the ability to engage in creative research activity. All qualified students planning on a graduate education in psychology or other academic fields should consider the honors program seriously. The program offers most students the closest contact and consultation with faculty that they will receive during their time at Cornell.

The core of the honors program is a research project that the student carries out in close collaboration with a faculty member in the field of psychology. It is assumed that most students will do so while enrolled in PSYCH 470 (Undergraduate Research in Psychology). A written report of the research is to be given to the chair of the honors committee (currently Professor Owren) toward the end of the last semester of the student's senior year. An oral defense of the thesis is then given before a committee of three faculty members, and the student presents his or her work in a public forum. Final honors standing (*summa cum laude*, *magna cum laude*, *cum laude*) is indicated on the student's diploma. The T. A. Ryan Award, accompanied by a cash prize, is awarded to the student who conducts the best honors project in a given year.

A student may formally apply to the honors program at any time during the senior year provided that she or he is actively engaged in independent research. However, students

must do so by the second week of November. Applications should be given to Professor Owren and should be made directly by the student.

Distribution Requirement

The distribution requirement in the social sciences is satisfied by any two courses in psychology with the exception of PSYCH 223, 307, 322, 324, 326, 332, 350, 361, 396, 410, 420, 422, 424, 425, 429, 431, 440, 441, 470, 471, 472, 473, 475, 478, 479, 491, 492.

Note: The Department of Psychology has listed all days and times for each course that we offer. If there should be changes in the days, times, or semester that a course is offered, we will post the necessary changes throughout the department and in the supplements of the Course and Time and Course and Room Rosters. Changes are also available on the web site, comp9.psych.cornell.edu.

Courses

PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry (III)

Fall. 3 credits. Students who would like to take a discussion seminar should also enroll in PSYCH 103. M W F 10:10. J. B. Maas. The study of human behavior. Topics include brain functioning and mind control, psychophysiology of sleep and dreaming, psychological testing, perception, learning, cognition, memory, language, motivation, personality, abnormal behavior, psychotherapy, social psychology, and other aspects of applied psychology. Emphasis is on developing skills to critically evaluate claims made about human behavior.

PSYCH 102 Introduction to Cognitive Science (also COGST 101, COMS 101, LING 170, PHIL 191) (III)

Fall. 3 or 4 credits (the four-credit option involves a writing section instead of taking exams). T R 11:40–12:55. M. Spivey. This course surveys the study of how the mind/brain works. We examine how intelligent information processing can arise from biological and artificial systems. The course draws primarily from five disciplines that make major contributions to cognitive science: philosophy, psychology, neuroscience, linguistics, and computer science. The first part of the course introduces the roles played by these disciplines in cognitive science. The second part of the course focuses on how each of these disciplines contributes to the study of five topics in cognitive science: language, vision, learning and memory, action, and artificial intelligence.

PSYCH 103 Introductory Psychology Seminars

Fall. 1 credit. Limited to 300 students. Prerequisite: concurrent enrollment in PSYCH 101. Hours TBA. 12 different time options. J. B. Maas and staff. A general seminar that may be taken in addition to PSYCH 101 to provide an in-depth exploration of selected areas in the field of psychology. Involves extensive discussion and a term paper related to the seminar topic. Choice of seminar topics and meeting times are available at the second lecture of PSYCH 101.

PSYCH 111 Brain Mind and Behavior (also BIONB 111 and COGST 111) (I)

Spring. 3 credits. Letter grades only. No prerequisites. Intended for freshman and sophomores in the humanities and social sciences; seniors by permission only. Not recommended for psychology majors; biology majors may not use the course for credit toward the major. M W F 9:05.

E. Adkins Regan and R. Hoy. Understanding how the brain creates complex human behavior and mental life is a great scientific frontier of the next century. This course enables students with little scientific background from any college or major to appreciate the excitement. What are the interesting and important questions? How are researchers trying to answer them? What are they discovering? Why did the brain evolve this remarkable capacity?

PSYCH 201 Cognitive Science in Context Laboratory (also COGST 201 and COM S 201) (III)

Spring. 4 credits. Prerequisite: PSYCH 102/COGST 101/COM S 101/LING 170/PHIL 191. Introduction to Cognitive Science. Knowledge of programming languages is not assumed. Limited to 24 students. Disc and demos, M W 11:15–12:05; lab, M W 1:25–3:25, plus additional hours to be arranged. Uris Hall 259. D. Field and staff.

A laboratory course that explores the theories of cognitive science and provides direct experience with the techniques of cognitive science, in relation to the full range of both present and anticipated future activities in the workplace, the classroom, and in everyday life. Discussions of laboratory exercise results, supplementation of laboratory topics, and analyses of challenging primary research literature are done in meetings of the entire class. Laboratory exercises, which are done on an individual or small group basis, include both pre-planned investigations and student-developed experiments. Use of digital computers as well as the Internet, electronic mail, and web sites are integral components of the course.

The focus is on human-computer interactions that are intended to permit effective and efficient exchange of information and control of functions or operations. This approach is applied to real life settings. Students are expected to come to each discussion meeting having read and thought about assigned materials, and to come to scheduled laboratory meetings fully prepared to perform the laboratory exercises. Laboratory facilities are available to students at all times so that statistical analysis of data, preparation of laboratory reports, and collection of experimental data is facilitated.

PSYCH 205 Perception (III)

Spring. 3 credits. Open to first-year students. Graduate students, see PSYCH 605. T R 11:40–12:55. J. E. Cutting. One of four introductory courses in cognitive psychology. Basic perceptual concepts and phenomena are discussed with emphasis on stimulus variables and sensory mechanisms. All sensory modalities are considered. Visual and auditory perception are discussed in detail.

PSYCH 209 Developmental Psychology (III)

Spring. 4 credits. Graduate students, see PSYCH 709. M W 2:55–4:10. S. Johnson.

One of four introductory courses in cognition and perception. A comprehensive introduction to current thinking and research in developmental psychology that approaches problems primarily from a cognitive perspective. The course focuses on the development of perception, action, cognition, language and social understanding in infancy and early childhood.

PSYCH 214 Issues in Cognitive Psychology (also COGST 214) (III)

Fall. 3 or 4 credits (the 4-credit option involves some participation in COGST/PSYCH 501). Sophomore standing required. Limited to 150 students. Graduated students, see PSYCH 614. M W F 11:15. S. Edelman.

A broad overview of problems arising in the study of cognition and of the information-processing, or computational, approaches to solving these problems, in natural and artificial cognitive systems. Theoretical and experimental challenges posed by the understanding of perception, attention and consciousness, memory, thinking, and language will be discussed and analyzed. Participants acquire conceptual tools essential for following the current debates on the nature of mind and its relationship to the brain.

[PSYCH 216 Cognitive Psychology Lab

Fall. 1 credit. Limited to 16 students. Prerequisite: concurrent enrollment in PSYCH 214. Hours TBA. Not offered 2001–2002. Staff.

If you've ever wondered how humans manage to represent their visual world, why telephone numbers are seven digits long, why imagery works as a mnemonic device, why certain things are better remembered than others, whether bilinguals are disadvantaged relative to monolinguals, how children acquire knowledge of the world, or how people make decisions—this laboratory is for you! A weekly lab meeting that encourages students to discover the scientist in themselves through the study of cognition. Much of cognitive research takes place in the laboratory and this course allows students to become familiar with the “how-to” of such research. Students are given six to eight basic experiments to explore and tinker with. They are encouraged to pose “what if” questions and eventually test them. The course promotes independent thinking, problem solving in an experimental setting, proposing and testing of one's own hypotheses, relating laboratory cognition to the real world, and communication of scientific ideas through informal and formal writing and oral assignments. Be prepared for an interactive learning experience.]

PSYCH 223 Introduction to Biopsychology (I;supplementary list)

Fall. 3 credits. M W F 10:10. No prerequisites. Can be used to satisfy the psychology major breadth requirement and as an alternative prerequisite for upper-level biopsychology courses. M. J. Owren.

An introduction to psychology from a biological perspective, including both evolutionary and physiological approaches to behavior. Topics include the structure and function of the nervous system, genetic and biochemical models of behavior, hormones and behavior, biological bases of learning, cognition, communication, and language, and the evolution of social organization.

Introductory courses in social and personality psychology. Each of the following four courses (265, 275, 277, 280) provides an introduction to a major area of study within social and personality psychology. These courses are independent of one another, and none have any prerequisites. Students may take any one of the courses or any combination of them (including all four). Courses may be taken in any order or simultaneously.

PSYCH 265 Psychology and Law (III)

Fall. 3 credits. M W F 1:25. D. A. Dunning. This course examines the implications of psychological theory and methods for law and the criminal justice system. We concentrate on psychological research on legal topics (e.g., confession, eyewitness testimony, jury decision making, homicide, aggression, the prison system), social issues (e.g., death penalty, affirmative action), and on psychologists as participants in the legal system (e.g., assessing insanity and dangerousness and for expert testimony).

PSYCH 275 Introduction to Personality Psychology (also HD 260) (III)

Spring. 3 credits. Recommended: introductory course in psychology or human development. T R 1:25-2:40. D. Bem. This course is designed as an introduction to theory and research in the area of personality psychology, with special emphasis on personality development. It covers the major influences including genetic, environmental, and gene-environment interactions, and involves in-depth study of the major theories. The assumptions and models of human behavior that form the basis of each theoretical orientation are examined and compared, and the relevant empirical evidence reviewed and evaluated. In addition, basic psychometric concepts and the methods for measuring and assessing personality are covered, as will the major related debates and controversies.

[PSYCH 277 Social Construction of Gender (also WOMNS 277) (III)]

Fall. 3 credits. Limited to 180 students. T R 2:55-4:10. Not offered 2001-2002. S. L. Bem. PSYCH/WOMNS 277 is an interdisciplinary course that addresses two broad questions: How an individual's gender and sexuality constructed? And how are hidden assumptions or "lenses" embedded in our social institutions, cultural discourses, and individual psyches perpetuate male power and oppress women and sexual minorities? Three lenses in particular are emphasized: androcentrism, gender polarization, and biological essentialism. A fundamental assumption of the course is that social science has worried too much about difference per se and too little about how even our most neutral-looking institutions invisibly transform difference into disadvantage. Although some attention is given to biological perspectives, the course emphasizes the cultural and psychological processes whereby the historically contingent comes to appear as the natural. Among some of the many topics discussed are the importance of looking at biology in context, the parental "instinct," androcentrism in law, sexual orientation cross-culturally, egalitarian relationships, gender-liberated child-rearing, and homophobia.]

PSYCH 280 Introduction to Social Psychology (III)

Spring. 3 credits. T R 1:25-2:40. D. T. Regan.

An introduction to research and theory in social psychology. Topics include social influence, persuasion, and attitude change; social interaction and group phenomena; altruism and aggression; stereotyping and prejudice; and everyday reasoning and judgment.

[PSYCH 281 Foundations of Clinical Practice (also HD 281) (III)]

Fall. 3 credits. Limited to 60 students (30 PSYCH/30 HD). No prerequisites. Not offered 2001-2002. Staff.

This course provides an introduction to the theoretical and practical aspects of some basic elements of counseling. Students develop an understanding of the most current research on the elements of counseling and basic theoretical foundations underlying different approaches. Students are expected to acquire and demonstrate elementary helping skills. Through role-play, observation of videos, and in-class demonstrations, students learn such skills as attending and active listening; they also develop a capacity to recognize internal conflicts and cognitive distortions as well as the similarities between intra-psychic and interpersonal processes. Other topics include issues of transference and counter transference, the multi-axial dimensions of the DSMIV, defensive strategies as they appear in the DSMIV and ethical considerations and practice. While this course provides an introduction to the applied aspects of psychology, it does not prepare students to provide treatment of any sort.]

PSYCH 282 Community Outreach (also HD 282)

Fall and spring. 2 credits. Prerequisites: PSYCH 101 or HD 115. Students may not concurrently register with PSYCH 327 or PSYCH 328. T 10:10-11:25. H. Segal.

This course provides students with information and perspectives essential to volunteer field work with human and social service programs in the community. To gain a practical understanding of what mental health professionals do in the workplace, students examine problems that emerge in fieldwork settings which raise ethical, methodological, theoretical, and practical issues in the observation or treatment of clients or patients. Although students are not required to volunteer at a local agency, the instructor will assist students in finding sites that may provide appropriate learning opportunities. A paper, relating current research to issues relevant to community mental health, is due at the end of the course.

PSYCH 292 Intelligence (III)

Spring. 4 credits. Prerequisites: one 200-level course in psychology. M W TBA. Section meetings on Friday. U. Neisser.

A scientific overview of the controversial issues that surround intelligence tests and what they measure. Topics include the history of testing, correlates of test scores, alternative approaches to mental ability, genetic and environmental contributions to diversity in intelligence, effects of schooling, worldwide IQ gains, cultural factors, and group differences.

PSYCH 305 Visual Perception (III)

Fall. 4 credits. Limited to 25 students. Prerequisite: PSYCH 205 or permission of instructor. M W F 11:15. J. E. Cutting.

A detailed examination of pictures and their comparison to the real world. Linear perspective in Renaissance art, photography, cinema, and video are discussed in light of contemporary research in perception and cognition.

[PSYCH 307 Chemosensory Perception (III)]

Fall. 3 or 4 credits; the optional (or fourth) credit is for an independent research project. Graduate students, see PSYCH 607. Not offered 2001-2002. T R 9:05.

B. P. Halpern.

An examination of basic theory, data, and processes for perception of the chemosensory environment. Includes a very brief (about two weeks) lecture survey of the anatomy and physiology of human taste and olfaction, the remainder of the course uses the Socratic method, in which the instructor asks questions of the students, to cover topics such as chemosensory psychophysics, saliva, chemosensory bases for the tastes of foods, taste-smell interactions, chemosensory function in neonates and in the aged, temporal aspects of tasting, sweetness, effects of pollution of the chemosensory environment, and interactions between body state and chemosensory stimuli. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell et al., *Sensory Science Theory and Applications in Foods*, edited by H. T. Lawless and B. Klein; *Sensory Analysis of Foods*, 2nd edition, edited by J. R. Piggott.]

[PSYCH 311 Introduction to Human Memory (III)]

Spring. 3 credits. Limited to 40 students. Some familiarity with statistical methods and experimental design and with the study of cognition is desirable. Graduate students, see PSYCH 611. T R 11:40-12:55. Not offered 2001-2002. Staff.

This course offers an overview of experimental findings and theoretical issues in the study of human memory. Coverage includes topics such as the nature of memory, various memory systems, coding and retrieval processes, practice and habit acquisition, organization for learning and memory, interference and forgetting, models of memory, and memory dysfunction and its relation to normal memory.]

PSYCH 313 Problematic Behavior in Adolescence (also HD 313) (III)

Fall. 3 credits. Prerequisite: HD 115 or PSYCH 101; HD 216 recommended. M W 2:55-4:10. J. Haugaard.

This course explores several problematic behaviors of adolescence, including depression, drug abuse, eating disorders, and delinquency. Various psychological, sociological, and biological explanations for the behaviors are presented. Appropriate research is reviewed; treatment and prevention strategies are explored. An optional discussion section is available to students who would like an opportunity to discuss readings and lectures in greater depth.

PSYCH 316 Auditory Perception (III)

Fall. 3 or 4 credits; the 4-credit option involves a laboratory project or paper. Prerequisite: PSYCH 205, 209, 214 (other psychology, linguistics, or biology courses could serve as prerequisite with permis-

sion of the instructor). Limited to 30 students. Graduate students, see PSYCH 716. M W 2:55-4:10. C. L. Krumhansl.

A course that covers the major topics in auditory perception including: physics of sound; structure and function of the auditory system; perception of loudness, pitch, and spatial location, with applications to speech production and perception; and music and environmental sounds.

[PSYCH 322 Hormones and Behavior (also BIONB 322) (I)]

Fall. 3 credits. Two lectures plus a section in which students read and discuss original papers in the field, give an oral presentation, and write a term paper. Limited to juniors and seniors. Prerequisites: any one of the following: (a) PSYCH 223, (b) BIONB 221, (c) BIONB 222, or (d) one year of introductory biology plus a course in psychology. Letter grade only. Graduate students see PSYCH 722. M W F 11:15. Not offered 2001-2002. E. Adkins Regan.

The major focuses of the course are comparative and evolutionary approaches to the study of the relationship between reproductive hormones and sexual behavior in vertebrates, including humans. Also included are hormonal contributions to parental behavior, aggression, stress, learning and memory, and biological rhythms.]

PSYCH 324 Biopsychology Laboratory (also BIONB 324) (I)

Fall. 4 credits. Limited to 20 juniors and seniors. Prerequisites: PSYCH 223 or BIONB 221 or 222, and permission of instructor. T R 1:25-4:25. T. J. DeVoogd.

Experiments designed to provide experience in animal behavior (including learning) and its neural and hormonal mechanisms. A variety of techniques, species, and behavior patterns are included.

PSYCH 325 Adult Psychopathology (also HD 370) (III)

Spring. 3 credits. Limited to sophomores, juniors, and seniors. Prerequisites: any one course in Psychology or Human Development. M W 2:55-4:10. S. Bem.

A research-based introduction to the biological, psychological, and social (including cultural and historical) aspects of adult psychopathology. The major mental illnesses are covered, including (among others) schizophrenia, mood disorders, anxiety disorders, and personality disorders. Childhood disorders are not covered.

PSYCH 326 Evolution of Human Behavior (I:supplementary list)

Spring. 4 credits. Prerequisite: PSYCH 223, or an introductory biology course, or an introductory anthropology course. Graduate students, see PSYCH 626. T R 2:55-4:10. R. E. Johnston.

A broad comparative approach to the behavior of animals and humans with special emphasis on the evolution of human behavior. Topics covered vary but include some of the following: human evolution, evolutionary and sociobiological theory, animal communication, nonverbal communication, language, cognitive capacities, social behavior and organization, cooperation and altruism, sexual behavior, mating and marriage systems, aggression, and warfare.

PSYCH 327 Field Practicum I (also HD 327) (III)

Fall only. 3 credits. Prerequisites: PSYCH 325 or HD 370 (or taken concurrently), and permission of instructor. No S-U grades. Enrollment is limited to 30 students. Fee: \$25 each semester. Enrolled students must commit to taking PSYCH 328 in the spring semester. No S-U option. M W 8:40-9:50. H. Segal.

This course is composed of three components which form an intensive undergraduate field practicum. First, students spend three to six hours a week at local mental health agencies, schools, or nursing facilities working directly with children, adolescents, or adults; supervision is provided by host agency staff. Second, Cornell faculty provide additional weekly educational supervision for each student. Third, seminar meetings cover issues of adult and developmental psychopathology, clinical technique, case studies, and current research issues. Students write two short papers, two final take-home exams, and present an account of their field experience in class.

PSYCH 328 Field Practicum II (also HD 328) (III)

Spring. 3 credits. Prerequisites: PSYCH 327 taken the previous term, PSYCH 325 or HD 370 (or taken concurrently), permission of instructor. No S-U grades. Enrollment is limited to 30 students. Fee: \$25 each semester. M W 8:40-9:50. H. Segal.

This course continues the field practicum experience from PSYCH 327. Students spend three to six hours a week at local mental health agencies, schools, or skilled nursing facilities working directly with children, adolescents, or adults; supervision is provided by host agency staff.

PSYCH 332 Biopsychology of Learning and Memory (also BIONB 328) (I)

Spring. 3 credits. Prerequisites: 1 year of biology and either a biopsychology class or BIONB 222. Limited to 60 students. Graduate students, see PSYCH 632. M W F 11:15. T. J. DeVoogd.

This course surveys the approaches that have been or are currently being used in order to understand the biological bases for learning and memory. Topics include invertebrate, "simple system" approaches, imprinting, avian song learning, hippocampal and cerebellar function, and human pathology. Many of the readings are from primary literature.

PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 342) (III)

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: PSYCH 101 or permission of instructor. PSYCH 205 strongly recommended. Graduate students, see PSYCH 642. T R 11:40-12:55. D. J. Field.

Our present technology allows us to transmit and display information through a variety of media. To make the most of these media channels, it is important to consider the limitations and abilities of the human observer. The course considers a number of applied aspects of human perception with an emphasis on the display of visual information. Topics covered include: "three-dimensional" display systems, color theory, spatial and temporal limitations of the visual systems, attempts at subliminal communication, and "visual" effects in film and television.

PSYCH 347 Psychology of Visual Communications (III)

Spring. 3 credits. Limited to 15 students. Prerequisites: PSYCH 101 and permission of instructor. R 10:10-12:05. J. B. Maas.

An exploration of theories of education, communication, perception, attitude, and behavior change as they relate to the effectiveness of visually based communication systems. Emphasis is on the use of photography and computer graphics to deliver educational messages.

PSYCH 350 Statistics and Research Design (II)

Fall. 4 credits. Limited to 120 students. M W F 9:05-9:55. T. D. Gilovich.

Acquaints the student with the elements of statistical description (measures of average, variation, correlation, etc.) and, more important, develops an understanding of statistical inference. Emphasis is placed on those statistical methods of principal relevance to psychology and related behavioral sciences.

PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also NS 361)

Fall. 3 credits. Limited to 50 students in psychology and 50 students in nutritional sciences. Prerequisites: an introductory biology course and an introductory psychology course, or permission of instructor. S-U grades optional. Juniors and seniors only. M W F 9:05-9:55. B. J. Strupp.

A critical evaluation of factors thought to underlie normal and abnormal behavior and/or cognitive functioning. Psychological, biological, and societal influences are integrated. Topics include: the psychobiology of learning and memory; nutritional influences on behavior/cognition (e.g., sugar, food additives, choline); cognitive dysfunction (e.g., amnesia, Alzheimer's disease); developmental exposure to environmental toxins and drugs of abuse; and psychiatric disorders (depression, eating disorders).

PSYCH 396 Introduction to Sensory Systems (also BIONB 396) (I)

Spring. 4 credits. Limited to 25 students. Prerequisites: an introductory course in biology or biopsychology, plus a second course in behavior, biopsychology, cognitive science, neuroscience, or perception. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Offered alternate years. Class meetings, M W F 10:10. B. P. Halpern.

This course covers both those characteristics of sensory systems that are common across living organisms and those sensory properties that represent adaptations of animals to particular habitats, environments, or niches. The principles and limitations of major methods used to examine sensory systems are considered. Emphasis is on somesthetic, visual, and auditory systems. This course will be taught using the Socratic method, in which the instructor asks questions of the students. Students are assigned original literature in the form of printed or electronic journal articles or reviews and are expected to come to each class having read, thought about, and prepared to discuss the assigned readings and other assigned information resources. A course packet of reproduced articles, textbooks, a course web site, and Internet sites are used. Students submit brief analyses of, and comments and questions on, all assignments by email to the course's

electronic mailing list a day before each class meeting. The mailing list distributes submissions to all members of the class and to the instructor. In addition to these brief tri-weekly written exercises, a web site or a term paper on a topic germane to the course is required. All examinations are in take-home format. At the level of *From Sound to Synapse* by C. D. Geisler; *The Retina*, by J. E. Dowling. courseinfo.cit.cornell.edu/courses/psych_nbb_396/.

[PSYCH 401 Theoretical Approaches to Psychopathology and Treatment (III)]

Fall. 3 credits. Limited to 20 students. Prerequisites: PSYCH 281 or 325. TBA. Not offered 2001-2002. Staff.

This course is designed to provide students with an overview of theoretical approaches to psychopathology and psychotherapy. It also aims to develop students' capacities to think in theoretical terms about psychological practice. We examine the theoretical and pragmatic features of major contemporary models of psychotherapy and explore the conceptual traditions on which they draw. Observation of the work of children and adolescents, audio-visual demonstrations, case presentations and discussions are included to advance students' understanding of the application of theory to practice. At the end of the course, students should be prepared to take a particular case and discuss the theoretical, practice, and research issues it raises, including intervention strategies. This course is not intended to provide students simply with an understanding of methods. It is organized around theory, research, and practice relevant to the treatment of several of the Disorders of Infancy and Childhood as well as specific disorders of Adults on Axis I and Axis II of *DSM-IV*. Special attention is given to the work of: Daniel Stern, M.D. and Otto Kernberg, M.D.—Psychoanalytic revisionists; Lorna Benjamin, Ph.D.—Interpersonal Theory; Aaron Beck, M.D.—Cognitive Theory; and Marsha Linehan, Ph.D.—Behavioral and Cognitive-Behavioral Treatment]

[PSYCH 402 Current Research on Psychopathology: Depression (III)]

Spring. 4 credits. Limited to 20 students. Prerequisite: PSYCH 325 or HD 370 and permission of the instructor. M 1:25-4:25. Not offered 2001-2002. Staff.

Current research and theory on the nature and etiology of depression. Approaches from various perspectives (biological, psychological, socio-cultural) are considered. Minimal attention given to psychotherapy and symptomatology.]

[PSYCH 404 Psychopathology and the Family (III)]

Spring. 4 credits. Limited to 20 students. Prerequisite: PSYCH 325 or HD 370 and permission of the instructor. M 1:25-4:25. Not offered 2001-2002. Staff.

This course explores familial influences on the development of abnormal behavior. It examines how psychological, biological, and cultural factors in a family might contribute to such disorders as anorexia nervosa, depression, psychopathy, and psychosomatic illnesses. Emphasis is placed on early childhood experiences in the family and their impact on the development of later psychopathology. The course also discusses how the evolution of family structures in more recent times (e.g., the rise in day care and divorce)

influences the individual. Family therapy approaches and techniques are also examined.]

PSYCH 410 Undergraduate Seminar in Psychology

Fall or spring. 2 credits. Nonmajors may be admitted, but psychology majors are given priority. Hours TBA. Staff.

Information on specific sections for each term, including instructor, prerequisites, and time and place, may be obtained from the Department of Psychology office, 211 Uris Hall.

[PSYCH 412 Laboratory in Cognition and Perception (III)]

Spring. 4 credits. Limited to 15 students. Prerequisite: statistics and 1 course in cognition or perception is recommended. Graduate students, see PSYCH 612. Not offered 2001-2002. M W 2:55-4:10. D. J. Field.

A laboratory course is designed to introduce students to experimental methods in perception and cognitive psychology. Students take part in a number of classic experiments and develop at least one independent project. Computers are available and used in many of the experiments although computer literacy is not required. Projects are selected from the areas of visual perception, pattern recognition, memory, and concept learning.]

[PSYCH 413 Information Processing: Conscious and Nonconscious (III)]

Spring. 4 credits. Prerequisites: at least 1 course in human experimental and permission of instructor; PSYCH 350 or equivalent will be useful for evaluating empirical articles. R 10:10-12:35. Not offered 2001-2002. Staff.

In the past decade, a not-so-quiet revolution has been taking place in the field of cognition regarding the problem of conscious mental computation. Data have come from patients with striking neuropsychological syndromes, i.e., the phenomenon of "blindsight" and the "amnesic" syndrome. This signature of independent mental computations has also been amply demonstrated in normal individuals in laboratory settings. We critically evaluate the theoretical worth and empirical justification of the distinction between "conscious" and "nonconscious" mental computations in normal and patient populations. Weekly readings are from, but not limited to, topics such as visual processes, face recognition, explicit and implicit memory, language processing and social cognition. Students are required to: lead and partake in advanced level discussions of classic and current papers; submit weekly summaries of the assigned readings; and write a term paper on a topic of their interest. Students should be prepared to read extensively.]

PSYCH 414 Comparative Cognition (also COGST 414) (III)]

Spring. 3 credits. Prerequisites: PSYCH 205, 209, 214, or permission of instructor. Graduate students, see PSYCH 714. T R 2:55-4:10. M. J. Owren.

This course examines some of the conceptual and empirical work resulting from and fueling the recent surge of interest in animals' thinking. Specific topics may include: whether nonhumans behave intentionally; whether they show concept and category learning, memory, and abstract thinking similar to that of humans; the role of social cognition in the evolution of intelligence; and whether animals

are conscious or self-aware. Evidence from communication studies in which animal signals provide a "window on the mind" play a strong role in the deliberations, including studies of naturally occurring signaling in various species and experiments in which nonhumans are trained in human-like language behavior. Cognition in nonhuman primates is a specific focus throughout. The course is a mix of lecture and discussion, emphasizing the latter as much as possible.

[PSYCH 415 Concepts, Categories, and Word Meanings (III)]

Fall. 4 credits. Prerequisites: PSYCH 205, 209, 214, or 215, or permission of instructor. Graduate students, see PSYCH 615. M 1:25-4:25. Not offered 2001-2002. Staff.

A consideration of what types of categories are psychologically important, how they are represented and used through concepts, and how concept structure and semantic structure are interrelated. Different models of concept structure and categorization processes are evaluated, as are models of conceptual change and concept acquisition. Other topics include: relations between concepts and broader knowledge representation systems such as scripts, mental models, and intuitive theories; relative roles of associative information and beliefs in concept structure; categorization in other species; neuropsychological studies of categorization; comparisons of categorization systems across cultures; and comparisons of concept structures across different types of categories.]

PSYCH 416 Modeling Perception and Cognition (also COGST 416) (III)]

Spring. 4 credits. Prerequisites: PSYCH 205, 209, 214, or 215, or permission of instructor. Graduate students, see PSYCH 616. M W F. M. Spivey.

This course offers a survey of several computational approaches to understanding perception and cognition. We explore linear systems analysis, connectionist models, dynamical systems, and production systems, to name a few. Emphasis is placed on how complex sensory information gets represented in these models, as well as how it gets processed. This course covers computational accounts of language processing, language acquisition, visual perception, and visual development, among other topics. Students complete a final project that applies a computational model to some perceptual/cognitive phenomena.

PSYCH 417 The Origins of Thought and Knowledge (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Graduate students, see PSYCH 717. M W 2:55-4:10. S. Johnson.

An in-depth analysis of current theories concerning the growth of thought and knowledge in infancy and early childhood. This course addresses the following questions: How do infants come to understand the objects and events they experience? What are the best methods for assessing development of perception, cognition, and language? How do developing perceptual, cognitive, and language skills constrain object perception? What are the applications of research on early perceptual and cognitive development to such fields as robotics and artificial intelligence?

[PSYCH 418 Psychology of Music (III)]

Spring. 3 or 4 credits, depending on whether student elects to do an independent project. The course is intended for upper-level students in music, psychology, engineering, computer science, linguistics, physics, anthropology, biology, and related disciplines. Some music background is desirable but no specific musical skills (e.g. reading music) are required. Graduate students, see PSYCH 618. M W 2:55-4:10.

Not offered 2001-2002. C. L. Krumhansl.

A course that covers the major topics in the psychology of music treated from a scientific perspective. It reviews recent developments in the cognitive science of music, beginning with music acoustics and synthesis, and extending to music and its emotional and social effects.]

[PSYCH 419 Neural Networks Laboratory]

Spring. 4 credits. Prerequisites: at least 1 course in biology or biological psychology, 1 year of calculus, and permission of instructor. Limited to 15 students. Graduate students, see PSYCH 619. T R 2:55-4:10. Not offered 2001-2002. D. J. Field.

The course takes a hands-on approach to understanding the limitations and successful applications of neural networks to problems in cognitive and biological psychology. A variety of neural network architectures are discussed and explored using computer simulations. Applications of networks to perceptual recognition and representation are emphasized. We consider the class of problems that different networks can solve and consider the accuracy with which they model real nervous systems. Students complete weekly lab reports and develop one independent project demonstrating the application of a neural network to a problem discussed in the course.]

[PSYCH 422 Developmental Biopsychology]

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as PSYCH 223 or BIONB 221). Graduate students, see PSYCH 622. M W F 9:05-9:55. Not offered 2001-2002. B. L. Finlay.

We discuss the relationship of the development and evolution of the brain to the development of behavior. Topics include: how neurons are generated, finding targets, and establishing connections; the emergence of reflexive and complex behavior; how experience affects the developing brain; evolutionary perspectives on the development of perception, memory, and communication systems; and abnormal development.]

PSYCH 424 Neuroethology (also BIONB 424) (I)

Spring. 4 credits. Prerequisites: BIONB 221 or 222 or BIOG 101-102 and permission of instructor. S-U grades optional. M W F 11:15; disc, 1 hour each week TBA.

C. D. Hopkins.

Neuroethologists take a comparative and evolutionary approach to study the nervous system. They ask, how do brains of animals compare and how did they come about through the process of evolution? How are neural circuits adapted to species-typical behavior? What is the hope and interest in the study of a large diversity of animals, compared to a specialized look at just a few mammalian species? Can we hope to understand how animals with specialized behaviors have specialized nervous systems?

What is the sensory world of a real animal and how does it vary from species to species? These and other questions drive this introductory survey of neuroethology: exitic senses; amazing motor programs; surprising integration.

PSYCH 425 Cognitive Neuroscience

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as PSYCH 223 or BIONB 221). Graduate students, see PSYCH 625. M W F 9:05-9:55. B. L. Finlay.

We study the relation between structure and function in the central nervous system. The importance of evolutionary and mechanistic approaches for understanding the human behavior and cognition is stressed. The course focuses on issues in cognitive neuroscience including: mechanisms of perception, particularly vision, and the neuropsychology of everyday acts involving complex cognitive skills such as recognition of individuals, navigation in the world, language, memory, social interaction and consciousness.

[PSYCH 429 Olfaction and Taste: Structure and Function (also BIONB 429) (I)]

Fall. 3 or 4 credits (4-credit option requires a term paper or research project. The research project can, but does not need to, study nonhuman vertebrates). Preference given to junior and senior psychology and biology majors and graduate students.

Prerequisite: one 300-level course in biopsychology or equivalent. Graduate students, see PSYCH 629. T R 9:05. Not offered 2001-2002. B. P. Halpern.

The structural and functional characteristics of olfaction and taste are explored by reading and discussing current literature in these areas. Structure is examined at the light levels of electron microscopes as well as at the molecular level. Function is primarily neurophysiological and biochemical aspects. The emphasis is on vertebrates, especially air-breathing vertebrates in the case of olfaction, but there is some coverage of invertebrate forms. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell, R. L. Doty, L. M. Bartoshuk, and J. B. Snow; *The Neurobiology of Taste and Smell*, edited by T. E. Finger and W. L. Silver.]

[PSYCH 431 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421) (I)]

Fall. 3 or 4 credits. The 4-credit option involves a term paper or creation of a relevant web site. Limited to 25 students.

Prerequisites: an introductory course in biology or psychology, plus a second course in perception, neurobiology, cognitive science, or biopsychology. T R 10:10-11:25. Not offered 2001-2002. B. P. Halpern.

A literature-based examination of post-maturation changes in the perceptual, structural, and physiological characteristics of somesthetic, visual, auditory, and chemosensory systems. Emphasis is on human data, with nonhuman information included when especially relevant. Quality of Life issues are included. Current developments in human sensory prosthetic devices, and in regeneration or replacement of receptor structures or organs are examined. Brief written statements by e-mail of questions and problems related to each set of assigned readings are required

in advance of each class meeting and are automatically distributed to all members of the class. This course is taught using the Socratic Method, in which the instructor asks questions of the students. Students read, analyze, and discuss in class difficult original literature dealing with the subject matter of the course. Readings are from the Course Info site, courseinfo.cit.cornell.edu/courses/psych431_nbb421/, from Internet sites, from a course packet, and from materials on reserve. Students are expected to come to each class having already done and thought about the assigned readings, and to take an active part in every class. All examinations are take-home.]

PSYCH 435 Olfaction, Pheromones, and Behavior (III)

Fall. 4 credits. Prerequisites: an introductory course in biology and one in neurobiology and behavior or biopsychology or a 300-level course in biopsychology or permission of instructor. R. Johnston.

This course covers chemical signals, olfaction, and behavior in vertebrates (including humans), as well as the neurobiology of olfaction and odor-mediated behaviors. Behavioral topics may vary from year to year but include evaluation of and advertisement for mates, aggression and territorial behavior, parental-young interactions, social recognition (species, sex, individual, kin reproductive state, status), memory for odors, odor and endocrine interactions, imprinting, and homing and navigation. Basic aspects of the structure and function of the olfactory system and also covered, including the molecular biology of chemo-reception, olfactory coding, and higher-order processing in the central nervous system. The format includes lectures, discussions, and student presentations.

PSYCH 436 Language Development (also COGST 436, HD 436, and LING 436) (III)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll under HD 633/LING 700/PSYCH 600, a supplemental graduate seminar. Prerequisite: at least 1 course in developmental psychology, cognitive psychology, cognitive development, or linguistics. S-U grades optional. T R 2:55-4:10. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of "Universal Grammar" and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child. An optional lab course supplement is available. (See COGST 450/LING 450 and PSYCH 437.)

PSYCH 437 Lab Course: Language Development (also COGST 450, HD 437, and LING 450) (in conjunction with COGST/HD/LING 436, Language Development)

Spring. 2 credits. R 1:25. B. Lust.

This laboratory course is an optional supplement to the survey course, Language Development (HD/COGST/PSYCH/LING 436). The lab course provides students with a

hands-on introduction to scientific research, including design and methods, in the area of first language acquisition.

PSYCH 440 The Brain and Sleep

Fall. 4 credits. Prerequisites: at least PSYCH 223 or BIONB 221. An additional course in biology, biopsychology or neurobiology is recommended. S-U grades optional. Graduate students, see PSYCH 640. M W 2:55-4:10. H. S. Porte.

Taking a comparative evolutionary perspective, this course examines the neural events that instigate, maintain, and disturb the states and rhythms of sleep in various species. Emphasizing human data where possible, special topics include sleep deprivation and the biological functions of sleep; sleep's putative role in learning and memory; biologically interesting deviations from normal sleep; and the cognitive neuroscience of sleep.

PSYCH 441 Laboratory in Sleep Research

Spring. 4 credits. Prerequisites: PSYCH 440 or comparable preparation, and permission of the instructor during preregistration. Laboratory fee: \$50. Graduate students, see PSYCH 641. W 7:30-10:30 P.M. H. S. Porte.

Emphasizing the neurobiology of sleep state, the course introduces students to the laboratory study of human sleep and its psychological correlates. Serving as both experimenter and subject, each student learns the physical rationale and techniques of electroencephalography and other bioelectric measures of behavioral state. Using computerized data analysis, students complete weekly laboratory reports and a collaborative term project. Sleep recordings are done during the day or evening when possible. In addition, overnight recording sessions are required.

PSYCH 450 The Lenses of Gender (also WOMNS 450) (III)

Fall. 4 credits. Limited to 15 juniors, seniors, and graduate students. Prerequisites: (1) junior, senior or graduate standing, with preference given to psychology majors and women's studies majors; (2) a prior course related to psychopathology (preferably PSYCH 325/HD 370); and (3) a prior course related to gender and/or sexuality. Permission of instructor required through an application process during the preceding spring semester. Graduate students, see PSYCH 650/WOMNS 650. Letter grade only. W 2:30-4:25. S. L. Bem.

This advanced undergraduate/graduate seminar takes up several interrelated topics at the intersection of clinical psychology and gender/sexuality. Possible topics include, among others, trauma, personality disorders, and psychiatry's troubled history in the domain of gender/sexuality. Course requirements generally include weekly informal written commentaries on the readings, a final essay examination, and your choice of either a term paper or a class presentation.

PSYCH 460 Human Neuroanatomy (also BIONB 420, sec 02) (I or III)

Spring. 3 or 4 credits (4 credits with one discussion/lab per week in which students dissect sheep brains, read original research papers and write a term paper). Prerequisites: PSYCH 223, or BIONB 222, or permission of the instructor. Permission required for 4-credit option. Limited to juniors, seniors and graduate students. S-U

grades and auditing not permitted. Lects, M W F 1:25; discussion section to be arranged. S. Newman.

Neuroanatomy is the substrate for the functional organization of the human nervous system. This course introduces the brain nuclei and major connecting pathways of functional neural systems: sensory, motor, and integrative. Our understanding of the functions of these systems is based in part on their dysfunction, on the symptoms of neurological and psychiatric diseases that damage or inactivate selected pathways. This course highlights neuroanatomical pathways and networks that are known, or hypothesized, to be dysfunctional in a variety of nervous system disorders.

PSYCH 465 Topics in High-Level Vision (also COGST 465 and COM S 392) (III)

Spring. 4 credits. Graduate students see PSYCH 665. S. Edelman.

High-level vision is a field of study concerned with functions such as visual object recognition and categorization, scene understanding, and reasoning about visual structure. It is an essentially cross-disciplinary endeavor, drawing on concepts and methods from neuroanatomy and neurophysiology, cognitive psychology, applied mathematics, computer science, and philosophy. The course concentrates on a critical examination of a collection of research publications, linked by a common thread, from the diverse perspectives offered by the different disciplines. Students write bi-weekly commentaries on the assigned papers and a term paper integrating the material covered in class.

PSYCH 470 Undergraduate Research in Psychology

Fall or spring. 1-4 credits. S-U grades optional. Written permission from the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology. Hours TBA. Staff.

Practice in planning, conducting, and reporting independent laboratory, field, and/or library research.

PSYCH 471 Advanced Undergraduate Research in Psychology

Fall or spring. 1-4 credits. S-U grades optional. Written permission of the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology. Hours TBA. Staff.

Advanced experience in planning, conducting, and reporting independent laboratory, field, and/or library research. One, and preferably two, semesters of PSYCH 470 is required. The research should be more independent and/or involve more demanding technical skills than that carried out in PSYCH 470.

PSYCH 472 Multiple Regression

Spring, weeks 1-7. 2 credits. Prerequisite: 1 solid semester of introductory statistics. Analysis of variance is helpful but not required. M W F 10:10. R. B. Darlington. Course covers uses and pitfalls of multiple regression in causal analysis, path analysis, and prediction. Emphasis is on analyzing data

collected under uncontrolled conditions. Includes collinearity, indicator variables, sets, adjusted and shrunken R^2 , suppressors, hierarchical analysis, overcontrol, and experimental design. Students may use the Mynstat, Minitab, SPSS, or Systat statistics packages.

PSYCH 473 General Linear Model

Spring, weeks 8-14. 2 credits. Prerequisite: PSYCH 472 or equivalent. M W F 10:10.

R. B. Darlington.

Course topics include multicategorical variables, corrections for multiple tests, diagnostic methods, nonlinear relationships, interaction, main and simple effects, and basic power analysis. Student may use Mynstat, Minitab, SPSS or Systat.

PSYCH 475 Multivariate Analysis of Psychological Data

Fall. 2 credits. Prerequisite: PSYCH 473 or permission of instructor. R 10:10-12:05.

R. B. Darlington.

Students vote on topics to cover, choosing among time series, cluster analysis, multidimensional scaling, component analysis, factor analysis, MANOVA, canonical correlation, repeated measures, logistic regression, log-linear models, ANOVA with empty cells, meta-analysis, and other topics. First class sketches all these topics before vote.

[PSYCH 480 The Cornell Westchester/NY Hosp. Field Placements (III)]

Full year. 7 credits. Spring through summer and fall. Prerequisites: PSYCH 325 or PSYCH 281 (for PSYCH), Biology or Chemistry with lab (pre-med). Sophomores or juniors only. Not offered 2001-2002. Staff.

The Cornell-Westchester/Payne Whitney field placement program makes available eight-week research/clinical internships for Cornell-Ithaca undergraduates who are pre-professional in psychology, neurobiology, psychiatry, or medicine. Each student is matched with a MD./Ph.D. mentor at the Cornell-Westchester or Payne Whitney hospital. Students work on one rotation throughout the summer and assist the researcher with his/her work. Students' work includes, but is not limited to, reading, reporting, observing, writing literature reviews, learning grant-writing, assisting in the conducting of experiments, and planning their own experiments.

Most placements involve a clinical component as well. *Under the supervision of the mentor*, students work in therapy groups with patients, participate in testing, and assist in psychological rehabilitative activities. The patient populations with whom students work are diverse with regard to age and diagnosis as well as race, culture, ethnicity, and national background.]

PSYCH 481 Advanced Social Psychology (III)

Fall. 4 credits. Limited to 20 students, by application. Senior psychology majors have priority. Graduate students, see PSYCH 681. T R 10:10-11:25. D. T. Regan.

Selected topics in social psychology are examined in depth with an emphasis on the relationship between experimental research and the development of theory. Readings are mostly primary sources. Among the theoretical approaches to social behavior we may discuss are social comparison theory, cognitive dissonance, attribution processes and social

judgment, dramaturgy and impression management, and evolutionary perspectives.

PSYCH 489 Seminar: Beliefs, Attitudes, and Ideologies (also PSYCH 689/WOMNS 488/688) (III)

Fall. 4 credits. Prerequisites: admission is by application during the spring pre-registration period for the fall semester. Seniors and graduate students are given priority. M 2:30–4:25. D. J. Bem.

This course in cultural analysis examines the properties of beliefs and attitudes, how they are formed and changed, the psychological functions they serve, and how they get organized into ideologies. Several specific issues involved in America's "culture wars" are examined, such as abortion, gender, sexual orientation, and affirmative action. Other topics include the culture of childhood, deaf culture, and the ideologies of science. Participants write weekly commentaries on the readings and a term paper examining a particular ideology.

[PSYCH 491 Research Methods in Psychology]

Spring. 4 credits. Enrollment limited to 15 students. Recommended: permission of instructor. PSYCH 350, experience in upper-division psychology courses, or graduate standing. Graduate students, see PSYCH 691. T R 10:10–11:25. Not offered 2001–2002. D. A. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course focuses on designing and conducting experiments, i.e., how to turn vague theories into concrete and testable notions, evaluate studies, avoid common pitfalls, and, finally, remain ethical. Beyond learning methods of "correct" and rigorous experimentation, we also discuss what makes a research study actually interesting. The course in addition, covers test construction, survey methods, and "quasi experiments." Students concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.]

[PSYCH 492 Sensory Function (also BIONB 492) (I)]

Spring. 4 credits. Limited to 25 students. Prerequisite: a 300-level course in biopsychology, or BIONB 222 or BIOAP 311, or equivalent. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Graduate students, see PSYCH 692. Offered alternate years. M W F 10:10. Not offered 2001–2002. B. P. Halpern and H. C. Howland.

In general, this course has covered classical topics in sensory function such as vision, hearing, touch, and balance, as well as some more modern topics like sensory processing, location of stimulus sources in space, the development of sensory system, and nonclassical topics such as electroreception and internal chemoreceptors.]

Advanced Courses and Seminars

Advanced seminars are primarily for graduate students, but with the permission of the instructor they may be taken by qualified undergraduates. The selection of seminars to be offered each term is determined by the needs of the students.

A supplement describing these advanced seminars is available at the beginning of each

semester and can be obtained from the department office (211 Uris Hall). The following courses may be offered either term and carry four credits unless otherwise indicated.

PSYCH 501 Cognition (also COGST 501)

Fall. 4 credits. Concurrent or prior registration in COGST 101/COM S 101/LING 170/PSYCH 102, Introduction to Cognitive Science, is required. Co-meets with PSYCH 614, Issues in Cognitive Psychology. S. Edelman.

This course introduces graduate students interested in cognition (especially those who plan to pursue the Cognitive Studies minor) to the central issues in computational cognitive psychology. It consists of a series of advanced-level discussions of selected examples from the material covered in COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102 and COGST 214/PSYCH 214/614 (perception, attention and consciousness, memory, thinking, and language). The course focuses on the development of skills required for critical evaluation of research in cognitive sciences, backed by an in-depth understanding of the relevant concepts and theories.

PSYCH 510–511 Perception

PSYCH 512–514 Visual Perception

PSYCH 518 Topics in Psycholinguistics

PSYCH 519–520 Cognition

PSYCH 521 Psychobiology (Developmental Seminar)

PSYCH 522 Topics in Perception and Cognition

PSYCH 523 Hormones and Behavior

PSYCH 527 Topics in Biopsychology

PSYCH 530 Representation of Structure in Vision and Language (also COGST 530 and LING 530)

Spring. 4 credits. Graduate seminar. Prerequisites: a course each in cognitive psychology, linguistics, computer science, or permission of instructor. Enrollment limited to 13 graduate students. S. Edelman.

The seminar concentrates on the nature of the representation of visual objects and scenes in the brain and compare it with the structural framework that serves as the main explanatory tool in current theories of language processing. Data and ideas are drawn from visual psychophysics, neurophysiology, psycholinguistics, computational vision and linguistics, and philosophy. Students present published research papers and preprints, which are then discussed and critiqued.

PSYCH 531 Topics in Cognitive Studies (also COGST 531 and LING 531)

Spring. 4 credits. M 4:15–6:15. Staff.

This seminar series takes advantage of the wide range of expertise and research interests of the faculty members of the Cognitive Studies Program. Every time it is offered, the seminar concentrates on a cluster of issues that span disciplines from Neurobiology and Behavior, through Psychology and Linguistics, to Computer Science and Philosophy. Each meeting consists of a short background presentation, followed by a seminar-style discussion of a chosen issue, exemplified by a current research publication. Students will submit weekly essays discussing the assigned

publications, and a term paper integrating the various topics covered.

PSYCH 535 Evolutionary Perspectives on Behavior

PSYCH 541 Statistics in Current Psychological Research

PSYCH 550 Special Topics in Cognitive Science

PSYCH 580 Experimental Social Psychology

PSYCH 600 General Research Seminar
Fall or spring. No credit.

[PSYCH 601 Computational Models of Language]

Spring. 4 credits. Prerequisites: consent of instructor. R 10:10–12:05. Not offered 2001–2002. M. Spivey.

This seminar involves in-depth discussion of a range of computational approaches to language representation, processing, and acquisition. We cover phrase-structure grammars, context-free grammars, connectionist models, statistical natural language processing, and dynamical systems, to name just a few. There is also some hands-on experience writing models in a computer lab using the MATLAB programming environment.]

PSYCH 605 Perception (also PSYCH 205)

Spring. 4 credits. Non-arts graduate students only. T R 11:40–12:55. J. E. Cutting.

[PSYCH 607 Chemosensory Perception (also PSYCH 307)]

Fall. 4 credits. T R 9:05. Not offered 2001–2002. B. P. Halpern.]

[PSYCH 611 Introduction to Human Memory (also PSYCH 311)]

Spring. 4 credits. T R 11:40–12:55. Not offered 2001–2002. Staff.]

[PSYCH 612 Laboratory in Cognition and Perception (also PSYCH 412)]

Spring. 4 credits. M W 2:55–4:10. Not offered 2001–2002. D. J. Field.]

PSYCH 613 Obesity and the Regulation of Body Weight (also NS 315)

Spring. 3 credits. Limited to 30 students. Prerequisites: 1 course in psychology and 1 course in nutrition. Undergraduate students may register with permission of instructor. S-U grades optional. Offered alternate years. T R 1:25–3:20. D. A. Levitsky.

This course is a multidisciplinary discussion of the causes, effects, and treatments of human obesity. Topics include the biopsychology of eating behavior, the genetics of obesity, the role of activity and energy metabolism, psychosocial determinants of obesity, anorexia nervosa, therapy and its effectiveness, and social discrimination.

PSYCH 614 Issues in Cognitive Psychology (also PSYCH 214)

Fall. 4 credits. M W F 10:10. S. Edelman.

[PSYCH 615 Concepts, Categories, and Word Meaning (also PSYCH 415)]

Fall. 4 credits. M 1:25–4:25. Not offered 2001–2002. Staff.]

PSYCH 616 Modeling Perception and Cognition (also PSYCH 416 and COGST 416)

Spring. 4 credits.

[PSYCH 618 Psychology of Music (also PSYCH 418)]

Spring. 4 credits. M W 2:55-4:10. Not offered 2001-2002. C. Krumhansl.]

[PSYCH 619 Neural Networks Laboratory (also PSYCH 419)]

Spring. 4 credits. T R 2:55-4:10. Not offered 2001-2002. D. J. Field.]

[PSYCH 622 Developmental Biopsychology (also PSYCH 422)]

Fall. 4 credits. M W F 9:05-9:55. Not offered 2001-2002. B. L. Finlay.]

PSYCH 625 Cognitive Neuroscience (also PSYCH 425)

Fall. 4 credits. M W F 9:05-9:55. B. L. Finlay.

PSYCH 626 Evolution of Human Behavior (also PSYCH 326)

Fall. 4 credits. T R 2:55-4:10. R. E. Johnston.

[PSYCH 629 Olfaction and Taste: Structure and Function (also PSYCH 429 and BIONB 429)]

Spring. 4 credits. T R 9:05. Not offered 2001-2002. B. P. Halpern.]

[PSYCH 631 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431 and BIONB 421)]

Fall. 4 credits. T R 10:10-11:25. Not offered 2001-2002. B. P. Halpern.]

PSYCH 632 Biopsychology of Learning and Memory (also PSYCH 332 and BIONB 328)

Spring. 4 credits. M W F 11:15. T. J. DeVoogd.

PSYCH 640 The Brain and Sleep (also PSYCH 440)

Fall. 4 credits. M W 2:55-4:10. H. S. Porte.

PSYCH 641 Laboratory in Sleep Research (also PSYCH 441)

Spring. 4 credits. W 7:30-10:30. H. S. Porte.

PSYCH 642 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also PSYCH 342 and COGST 342)

T R 11:40-12:55. D. J. Field.

PSYCH 650 The Lenses of Gender (also PSYCH 450 and WOMNS 450 and 650)

Fall. 4 credits. F 2:30-4:25. S. L. Bem.

PSYCH 665 Topics in High-Level Vision (also PSYCH 465, COGST 465, and COM S 392)

Spring. 4 credits. S. Edelman.

PSYCH 681 Advanced Social Psychology (also PSYCH 481)

Fall. 4 credits. T R 10:10-11:25. D. T. Regan.

PSYCH 689 Seminar: Beliefs, Attitudes, and Ideologies (also PSYCH 489)

Fall. 4 credits. M 2:30-4:25. D. J. Bem.

[PSYCH 691 Research Methods in Psychology (also PSYCH 491)]

Spring. 4 credits. T R 10:10-11:25. Not offered 2001-2002. D. A. Dunning.]

PSYCH 692 Sensory Function (also PSYCH 492 and BIONB 492)

Spring. 4 credits. M W F 10:10. B. P. Halpern and H. C. Howland.

[PSYCH 696 Introduction to Sensory Systems (also PSYCH 396 and BIONB 396)]

Spring. 4 credits. M W F 10:10. Not offered spring 2002. B. P. Halpern.]

PSYCH 700 Research in Biopsychology**PSYCH 709 Developmental Psychology (also PSYCH 209)**

Spring. 4 credits. M W 2:55-4:10. S. Johnson.

PSYCH 710 Research in Human Experimental Psychology**PSYCH 713 Information Processing: Conscious and Nonconscious (also PSYCH 413)**

Spring. 4 credits. R 10:10-12:35. Staff.

PSYCH 714 Comparative Cognition (also PSYCH 414 and COGST 414)

Spring. 4 credits. T R 11:40-12:55. M. J. Owren.

PSYCH 716 Auditory Perception (also PSYCH 316)

Fall. 4 credits. M W 2:55-4:10. C. L. Krumhansl.

PSYCH 717 The Origins of Thought and Knowledge (also PSYCH 417)

Fall. 4 credits. M W 2:55-4:10. S. Johnson.

PSYCH 720 Research in Social Psychology and Personality**PSYCH 722 Hormones and Behavior (also PSYCH 322 and BIONB 322)**

Fall. 4 credits. M W F 11:15-12:05. E. A. Regan.

[PSYCH 773-774 Proseminar in Cognitive Studies I and II (also COGST 773/774, PHIL 773/774, LING 773/774, and COMS 773/774)]

Fall: R grade. Spring: S-U only. 4 credits. Not offered 2001-2002.

The Cognitive Studies Proseminar consists of two semesters of meetings with the graduate faculty in the field of Cognitive Studies. The proseminar consists of a general introduction to the field of Cognitive Studies including an introduction to each of the major disciplines that make up the minor: i.e., computer science, linguistics, philosophy, and psychology. In each of these disciplines, faculty members from the field introduce the theoretical and methodological issues that underlie the field and its relation to Cognitive Studies; in addition, they introduce various labs in which active research is being conducted in their field at Cornell.

The proseminar includes suggestions from faculty in each field for further advanced interdisciplinary research that can be pursued at Cornell during a Cognitive Studies minor. It concludes (end of second term) with individual student presentations in which students initiate a critique of some interdisciplinary research, after consultation with a faculty member of their choice.

Although suitable to entering graduate students, the proseminar is also open to graduate students beyond their first year. Advanced undergraduates with a Cognitive Studies concentration may also be admitted. This is a year-long lecture and discussion course. The year-long commitment is mandatory. An "R" grade is assigned in the fall semester, and a S-U grade only is assigned in the spring semester.]

PSYCH 775 Proseminar in Social Psychology (II)

Fall. 2 credits. Limited to 10 graduate students in social psychology. Prerequisite: permission of instructors. Hours TBA. D. A. Dunning, T. D. Gilovich, and D. T. Regan.

This is the first term of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, and emotional experience, etc., are covered.

PSYCH 776 Proseminar in Social Psychology (II)

Spring. 2 credits. Limited to 10 graduate students in social psychology. Prerequisite: permission of instructors. Hours TBA. D. A. Dunning, T. D. Gilovich, and D. T. Regan.

This is the second half of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course emphasizes social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, and emotional experience are covered.

PSYCH 900 Doctoral Thesis Research in Biopsychology**PSYCH 910 Doctoral Thesis Research in Human Experimental Psychology****PSYCH 920 Doctoral Thesis Research in Social Psychology and Personality****Summer Session Courses**

The following courses are also frequently offered in the summer session, though not necessarily by the same instructor as during the academic year. Not all of these courses are offered in a particular summer. Information regarding these courses and additional summer session offerings in psychology is available from the department before the end of the fall semester.

PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry**PSYCH 102 Introduction to Cognitive Science****PSYCH 128 Introduction to Psychology: Personality and Social Behavior****PSYCH 199 Sports Psychology****PSYCH 223 Introduction to Biopsychology****PSYCH 280 Introduction to Social Psychology****PSYCH 350 Statistics and Research Design****QUECHUA**

See Romance Studies.

RELIGIOUS STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

ROMANCE STUDIES

The Department of Romance Studies (Mitchell Greenberg, chair) offers courses in the following areas: French, Italian, and Spanish literature; French, Italian, Portuguese, Quechua, and Spanish language; Francophone, Italian, and Hispanic culture; and linguistics and semiotics. Through its course offerings and opportunities for independent study, the department seeks to encourage study of the interactions of the Romance literatures among themselves, with other literatures, and with other fields of inquiry.

French

J. Béraud (director of undergraduate studies), A. Berger, N. Furman, A. Grandjean-Levy, M. Greenberg (chair), R. Klein, P. Lewis, S. LoBello, K. Long, T. McNulty, J. Ngaté, D. Posner (visiting), K. Proux, D. Rubenstein (visiting), C. Sparfel, S. Tun, M. C. Vallois, C. Waldron. Emeriti: A. Colby-Hall, D. I. Grossvogel, A. Sez nec. Adjunct Associate Professor: S. Tarrow

The Major

The major in French is divided into two options: French Area Studies and French literature. While prospective majors should try to plan their programs as far ahead as possible, especially if they intend to study abroad, no student will be refused admission merely because of a late start. In view of the ongoing curriculum changes that will be implemented in 2001–2002, please see Professor Jacques Béraud, jb73@cornell.edu, the Director of Undergraduate Studies, in 308 Morrill Hall. This consultation is especially important for finding out what sequence of courses will follow the current choice of courses.

Students interested in majoring in French linguistics should contact the Department of Linguistics.

Honors. The honors program encourages well-qualified students majoring in French linguistics to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading and extensive rewriting to a degree not practically possible in the case of course papers.

No special seminars or courses are required of honors students, but they have regular meetings with faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in FRROM 429–430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

The Literature Option

The major in French, Literature Option, is designed to give students proficiency in the oral and written language, to acquaint them

with French literature and culture, and to develop skills in literary analysis.

Admission

To be admitted to the major, students should have completed FRLIT 201, 220, or 221 plus 222 and FRROM 219 (formerly 213) or its equivalent by the end of their sophomore year.

For completion of the major, a student must:

- 1) acquire a sound degree of competence in French language. This competence is demonstrated by the successful completion of FRROM 301–312 or their equivalents, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the adviser (this option applies only to 312).
- 2) take six courses in French literature or civilization at the 300 level or above. These courses, selected in consultation with the student's major adviser, will include at least two pre-19th-century courses and at least one 400-level course.
- 3) take two connected courses in one of the following related areas: literature, linguistics, comparative literature, history, history of art, visual studies, music, government, or another relevant discipline with a significant French component. Students who are double majors are exempted from this last requirement.

The French Area Studies Option

Admission

To be admitted to the major, students should have completed FRLIT 201, 220, 221, or 224 plus 219 (formerly 213) or its equivalent by the end of their sophomore year.

For completion of the major, a student must:

- 1) acquire a sound degree of competence in the French language. This competence is demonstrated by the successful completion of FRROM 301–312 or their equivalents, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the adviser (this option applies only to 312).
- 2) take two courses in Romance Studies (literature or civilization) at the 300 level or above.
- 3) take six courses at the 300 level or above in no more than three areas of interest such as—but not limited to—Africana studies, anthropology, comparative literature, French literature, economics, government, history, history of art, linguistics, music, theater arts, women's studies, and visual studies. Each area must be represented by at least two courses, and each course must have a significant French component. At least one of these six courses should be at the 400 level.

Administration of French Area Studies

Students are admitted to the major by the director of undergraduate studies in the French section of the Department of Romance Studies but are guided by their individual advisers. A copy of each student's program is given to the director of undergraduate studies for approval and safe-keeping.

Study Abroad in France

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the Departments of Romance Studies and Linguistics facilitates the transfer of credit. Information about these plans is available from the director of undergraduate studies.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of FRROM 219 (formerly 213) or its equivalent in advanced credit or placement by the Cornell CASE examination. The taking of FRROM 301 and/or 312 is, however, strongly recommended.

Students interested in studying in France are encouraged to consider the special benefits offered by EDUCO, the program in Paris cosponsored by Cornell and by Emory-Duke University. EDUCO offers advanced students a challenging course of study and the experience of total immersion in French life and culture in Paris. Participants in this program spend the year or semester as fully matriculated students at the University of Paris VII and other institutions of higher learning in Paris, including the Institut d'Etudes Politiques (Sciences Po), selecting courses in many fields from the regular university course offerings. Students begin the academic year with an intensive three-week orientation in French history, society and daily life. While it is possible to enroll in the EDUCO Program for one semester, admission will be given first to students planning to study abroad for the full academic year.

EDUCO maintains a center in Paris with appropriate support staff. The resident director, chosen annually from the Cornell and Duke faculties, teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a small library and word-processing facilities, is regularly used by students for special tutorials, seminars, and lectures, as well as informal gatherings.

Honors. The honors program encourages well-qualified students majoring in French literature and culture to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading and extensive rewriting to a degree not possible in the case of course papers.

To be eligible for Honors, students must have a general grade point average of at least 3.00 and a grade point average of at least 3.5 in their French major.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429–430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year, each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The senior essay is to be made available for reading by the jury on or before April 15. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

Language

Enrollment in a language course is conditional upon the student's eligibility for the particular level and on attendance of the first scheduled class session. Further, a student who fails to attend the first three days of class will be automatically dropped from the course in order to accommodate those on the waiting lists.

All French language courses are offered by the Department of Romance Studies and French linguistics courses are offered by the Department of Linguistics.

Note: *Students placed in the 200-level courses have the option of taking language and/or literature courses; see listings under "Literature" for descriptions of the literature courses, some of which may be taken concurrently with FRROM 206, 209, or 219 or H ADM 266.*

FRROM 112 Elementary French: Review and Continuation

Fall. 4 credits. Prerequisite: LPF score 37-44. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. S. Tun and staff.

This course is designed for students who have taken some French and who have a placement score of 37-44 or SAT II 410-480. It provides a basic review and then moves on to cover new material for the remainder of the term. Students who have taken FRROM 121 may enroll for this course. As part of the final exam, students take the LPF and, according to their score, may place into FRROM 123 (score below 56) or receive qualification (56 or above), and placement into the 200-level courses.

FRROM 121-122 Elementary French

121, fall; 122, spring. 4 credits each term. Prerequisite: FRROM 122, FRROM 121. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. C. Sparfel and staff.

This course is intended for students with no experience in French. (To be eligible for FRROM 121, students who have previously studied two or more years of French must have an LPF score lower than 37 or SAT II lower than 370).

The goal of FRROM 121-122 is to provide a thorough grounding in the language and insights into French language and francophone cultures so that students can function in basic situations in a French-speaking culture. Small classes provide intensive, context-specific practice in speaking, reading, writing, and listening comprehension.

FRROM 123 Continuing French

Fall or spring. 4 credits. *Provides language qualification.* Prerequisite: LPF score 45-55 or SAT II 490-590. Satisfactory completion of FRROM 123 fulfills the qualification portion of the language requirement. Recommended courses after FRROM 123: FRROM 206 or 209. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. Fall: C. Waldron and staff; spring: S. Tun and C. Waldron.

FRROM 123 is an all-skills course designed to improve pronunciation, oral communication, and reading ability; to establish a groundwork for correct writing; and to provide a substantial grammar review. The approach in the

course encourages the student to see the language within the context of its culture.

FRROM 206 Intermediate Reading and Writing (formerly FRROM 200)

Fall or spring. 3 credits. *Provides language proficiency.* Prerequisite: qualification in French (FRROM 123, LPF score 56-64, or SAT II 600-680). Satisfactory completion of FRROM 206 fulfills the proficiency portion of the language requirement. Conducted in French. Recommended courses after FRROM 206: FRROM 219 (formerly FRROM 213), FRROM 220 or FRROM 221. FRROM 219 (formerly FRROM 213) may be taken concurrently with FRROM 220. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. Fall: S. LoBello; spring: C. Sparfel.

This language course is designed for students who want to focus on their reading and writing skills. Emphasis is placed on grammar review and expansion, vocabulary development, and appreciation of different styles of language. Diverse text types are used, including a contemporary novel and student-selected material.

FRROM 209 Intermediate Composition and Conversation I (formerly FRROM 203)

Fall, spring, or summer. 3 credits. *Provides language proficiency.* Prerequisite: qualification in French (FRROM 123, LPF score 56-64, or SAT II 600-680). Satisfactory completion of FRROM 209 (formerly FRROM 203) fulfills the proficiency portion of the language requirement. Recommended courses after FRROM 209: FRROM 219 (formerly FRROM 213), FRROM 220 or FRROM 221. FRROM 219 (formerly FRROM 213) may be taken concurrently with either FRROM 220 or FRROM 221. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. A. Grandjean-Levy, K. Proux and staff; summer: staff.

Listening comprehension and speaking activities are aimed at improving oral communication. Includes compositions, and cultural and literary readings. This course gives students the opportunity to strengthen their knowledge of grammar for increased mastery.

FRROM 219 Intermediate Composition and Conversation II (formerly FRROM 213)

Fall or spring. 3 credits. Prerequisite: proficiency in French (FRROM 206 or 209), or permission of instructor, or placement by Cornell Advanced Standing Examination (CASE). For admission to the Cornell Abroad Program, students are required to take either this course, or have completed an equivalent level of study. Taught in French. Recommended courses after FRROM 219: FRROM 220, 221, 301, or 305 (220 or 221 may be taken concurrently with 301 or 305). Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. Fall: A. Grandjean-Levy, S. LoBello, and K. Proux; spring: S. LoBello and K. Proux.

Emphasis is on improving grammatical accuracy and on enriching vocabulary in oral and written expression of French. Varied types of reading including newspaper articles, short videos, films, and presentations by students, provide the basis for writing assignments and

class discussions. Themes and emphases may vary from section to section.

FRROM 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times arranged with instructor.

FRROM 301 Advanced French (I)

Fall or spring. 4 credits. Prerequisite: FRROM 219 (formerly FRROM 213), or Q++ on the Cornell Advanced Standing Examination (CASE). Recommended courses after FRROM 301: FRROM 312, FRROM 220, or FRROM 221 may be taken concurrently with 301. Fall: J. Béraud and staff; spring: S. LoBello and staff.

Class discussions based on reading contemporary texts: half short stories, half articles on current events taken from French magazines or newspapers. All texts are chosen for thematic or cultural interest and linguistic quality. Special attention is given to accuracy in French through grammar review and weekly papers (essays or translations). Each student gives one or more oral presentations in class. Course required of French majors.

FRROM 305 French through Film

Fall or spring. 4 credits. Prerequisite: FRROM 219 (formerly FRROM 203), or Q++ on the Cornell Advanced Standing Examination (CASE). Recommended courses after FRROM 305: FRROM 301, 312 (with the permission of the instructor), 220, or 221. FRROM 220 or 221 may also be taken concurrently with FRROM 305. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. C. Waldron.

Analysis of French contemporary films and related readings. Used as a means of studying the language. Particular emphasis is on the culture and historical context as it relates to French contemporary society. Additionally, guest speakers provide enrichment on selected topics.

FRROM 312 Advanced French (II)

Fall or spring. 4 credits. Limited to 15 students. Prerequisite: FRROM 301 or with permission of instructor, or placement by the Cornell Advanced Standing Examination (CASE). Fall: M. C. Vallois and staff; spring: N. Furman.

Continuation of work done in FRROM 301. The objective of FRROM 312 is to teach students to speak and write correct French; in FRROM 312 students are expected to have a richer, more idiomatic and hopefully elegant command of the language.

Formal study of grammar is discontinued, and more attention is devoted to the examination of the stylistics and rhetorical characteristics of texts and to oral presentations by students. Weekly papers as in FRROM 301.

FRROM 313 French in the News

Spring. 4 credits. Prerequisite: FRROM 301, or FRROM 305, or placement by the Cornell Advanced Standing Examination (CASE). A. Grandjean-Levy.

Studying French televised news broadcasts and other media, places students at the heart of today's France. Flexible approach allows students to perfect their language skills.

FRROM 630 French for Reading—Graduate Students

Spring only. 3 credits. Limited to graduate students. C. Sparfel and staff.

Designed for those with little or no background in French, this course's primary aim is to develop skill in reading French. Grammar basics, extensive vocabulary, and strategies for reading in a foreign language are covered. Some flexibility in selecting texts according to fields of interest is offered.

Literature

FRLIT 201 Introduction to Techniques of Reading French Literature

Fall. 3 credits. *Provides language proficiency.* Prerequisites: qualification in French (SAT II score of 600–680, LPF score of 56–64, or French 123). Students with an SAT II score of 640 or an LPF score of 60 or more, should take French 221. Recommended courses after FRLIT 201: French 219, 220, or 221, or permission of instructor. Conducted in French. M. C. Vallois and staff.

FRLIT 201 is designed for students interested in improving their written and oral skills in French and also their literary proficiency. Texts have been chosen both for their literary merit and their manageable linguistic difficulty. Close scrutiny of the works and active class discussions will sharpen students' critical and analytical abilities. The reading list may include authors such as Baudelaire, Hugo, Ionesco, Camus, Rimbaud, Sartre, and Duras.

FRLIT 220 French and Francophone Culture @ (IV)

Spring. 3 credits. Prerequisite: SAT II score of 640 and above, or LPF score of 60 or FRROM 206 (formerly FRROM 200) or 209 (formerly FRROM 203). Conducted in French. M-C. Vallois and staff.

This course serves as an introduction to French Area Studies. It provides an overview of Francophone culture and society from 1945 to the present. Readings include a selection of articles dealing with issues of current concern in France; works by French and Maghrebi or African writers; poetry or drama; two films are also discussed.

FRLIT 221 Modern French Literature # (IV)

Fall or spring. 3 credits. Prerequisites: SAT II score of 640 and above, or LPF score of 60, or FRLIT 206 (formerly FRROM 200) or 209 (formerly FRROM 203). Conducted in French. Fall: M. C. Vallois and staff; spring: J. Béreud, T. McNulty and staff.

This course, divided into small sections, is intended as an introduction to French literature of the modern period. Texts are chosen because of their centrality to the traditional literary canon and with an eye to experimentation. The course considers literary genres (poetry, drama, the novel) as solicitations to read texts differently, at different speeds, with diverse claims on our attention. One test may include French script. The course is designed to satisfy a general interest in modern French literature as well as to prepare students to pursue a French major in literature. Readings include works by Baudelaire, Mallarmé, Beckett, Camus, Proust, Duras, and Assia Djebar.

FRLIT 222 Early Modern French Literature # (IV)

Spring. 3 credits. Prerequisite: FRLIT 220, 221, or permission of the instructor. Conducted in French. M. C. Vallois.

Study of the classic literature of seventeenth-century France (Corneille, Racine, Molière,

Mme de Lafayette, La Fontaine) and of eighteenth-century Enlightenment literature (Voltaire, Rousseau, Diderot, Beaumarchais). Special attention is paid to the ways in which these various works represent or deal with the shift from an aristocratic cultural code of values to modern bourgeois ideology and aesthetics. The course also invites reflection on the status and centrality of female characters in classical and neo-classical French literature. Theater being central to this period, the course gives special attention to major plays of the classical period. It traces the evolution from the classical tragic heroine to more modern (but no less problematic) representations of women.

FRLIT 224 The French Experience (also ANTHR 224) (III or IV)

Fall. 3 credits. Conducted in English. Readings available both in French and in English translation. A. Berger and J. Siegel. We look ethnographically and through literature at tastes and at class as they function and are discussed in France. We examine speech in its practice and as it is reflected upon; and we look at views from France, from America, and other countries. As we emphasize differences, the French experience emerges.

Note: Prerequisite for all 300-level courses in French literature: FRLIT 220, 221 or the equivalent.

FRLIT 320 Civilization II: Contemporary France (IV)

Fall. 4 credits. Prerequisite: FRROM 219 (formerly FRROM 213) or equivalent. Conducted in French. J. Béreud. Detailed, analytical study of contemporary French society, its structure and its culture. In the second part of the course, students select a topic for in-depth, personal research leading to the writing of a term paper. Short oral presentations are encouraged. A variety of resources are used: texts, magazine and television excerpts, internet items. A few films are shown to illustrate some aspects of French life.

FRLIT 324 Imagining America: French Travel Writing from de Tocqueville to Baudrillard (IV)

Fall. 4 credits. D. Rubenstein. This course addresses nineteenth and twentieth-century French travel writing about America from Alexis de Tocqueville's landmark work, *De la Démocratie en Amérique* to Jean Baudrillard's polemical *Amérique*. We will be concerned with the question of what America, as both "utopian" ideal and as a living example, represents for the French philosophical voyager. For example, what role does national fantasy play in the encounters revealed in Julia Kristeva's excursion to American universities in *Les Samourais* or in Simone de Beauvoir's guided (by Richard Wright) tour as recounted in her diary *L'Amérique au jour le jour*. We will also discuss Francois-René de Chateaubriand's *René* as a literary limit case of inter-cultural exchange. The course will be conducted in English, and non-French majors will be able to read the books in English translation.

FRLIT 326 May '68 and Its Consequences (IV)

Spring. 4 credits. Conducted in French. J. Béreud. The course first studies the students' revolt of May 1968 in France, placing it in its national and international political and ideological

context. It then traces the changes brought about by the spirit of May '68 in some areas of French society, especially youth and education. Finally, it leads to a reflection on current ideologies and the change from modernism to post-modernism.

FRLIT 330 Francophone African Literature @ (IV)

Spring. 4 credits. Conducted in French. D. Posner.

Introduction to the works of representative poets, dramatists, novelists, and short story writers from sub-Saharan Africa and Madagascar. L. S. Senghor, C. Laye, F. Oyono, J. J. Rabearivelo, S. Labou Tansi, and the Afro-Caribbean Aimé Césaire are among the writers whose works are read. The focus is on the twentieth century and the nature of these writers' relationships with both the West and with Africa.

FRLIT 333 Contemporary French Thought (IV)

Spring. 4 credits. Conducted in French. D. Rubenstein.

This course will survey the major contemporary post structuralist, psychoanalytic, and deconstructive theorists in French thought today: Lacan, Foucault, Derrida, Barthes, Bourdieu, Baudrillard and Wittig. Particular emphasis will be on the contribution of these theorists to the analysis of sexuality and pedagogy.

FRLIT 334 The Novel as Masterwork (also FRLIT 684) # (IV)

Spring. 4 credits. Conducted in French. Prerequisite: FRLIT 221 or permission of the instructor. N. Furman.

This course traces the evolution of the nineteenth-century French novel. Readings include novels by Stendhal, Balzac, Flaubert, and Zola.

FRLIT 335 Romance to Revolution: The French Novel before 1789 # (IV)

Spring. 4 credits. Prerequisite: FRLIT 221 or permission of instructor. Conducted in French. M. C. Vallois.

In addition to considering formal questions relating to the development of the novel in French, this course examines problems such as the appearance of narrative and historical consciousness, the representation of women, and the relation between literature and society. Texts read include major such works as *Tristan* and *Iseult*, Perrault's *Contes*, *Mme de LaFayette*, *Prévost*, *Rousseau*, *Diderot*, *Laclos*, and *Sade*.

FRLIT 370 Perspectives on the Age of Enlightenment: "Enlightened" Literatures # (IV)

Fall. 4 credits. M. C. Vallois.

Through a reading of various works of the French 18th century (by Montesquieu, Voltaire, Diderot, Rousseau, and Sade), we study the emergence of new literary discourses and practices aiming at a "secularization" of the literary field, in conjunction with the ideological and epistemological changes which took place under the name of Enlightenment.

FRLIT 386 Jewelry, Perfume, and Cigarettes in French Literature (IV)

Fall. 4 credits. R. Klein.

This course considers representations of adornment and other useless artifacts in French literature. Readings include works by *Mérimée*, *Diderot*, *Baudelaire*, *Gautier*, *Colette*, *Mauriac*, and *Patrick Süskind*.

FRLIT 393 The 20th Century Novel (IV)

Spring. 4 credits. Prerequisite: FRLIT 221 or permission of the instructor. T. McNulty.
This course examines some of the major experiments with the novel form in twentieth century France (including surrealism, automatic writing, the *nouveau roman*, and *écriture féminine*), considering how authors adapt the form and structure of the novel to address such concerns as memory and forgetting, the creative agency of the unconscious, gender and sexuality, exile and displacement, technology and mass reproduction. Authors studied include Gide, Proust, Breton, Roussel, Malraux, Duras, Robbe-Grillet, and Sarraute.

FRLIT 406 Biblical Diaspora's in France (also S HUM 406 and COM L 488) (IV)

Fall. 4 credits. T. McNulty.
This course examines the use of the concept of "diaspora" in contemporary French thought. We focus our attention on a group of authors whose uses and adaptations of the concept of "diaspora" are heavily indebted to theologies such as Judaism and mysticism. Can we locate in modern philosophy the "diaspora" of a certain kind of theological thought? What is its relationship to the philosophical discourse in which it takes up residence? The first part of the course considers the problems of estrangement, nomadism, and diaspora in the Bible, examining how the Hebrew patriarchs, Jewish prophets, and Christian apostles use these themes to define their position with regard to God and their different attitudes toward the law, the word, and the book. We then explore how these themes are developed in works by Blanchot, Buber, Deleuze, Derrida, Levinas, Lyotard, Scholem and Rosenzweig. Students may read all works in the original languages or in translation.

FRLIT 413 History of Jews in Modern France (also HIST 417 and JWST 446) (III or IV)

Fall. 4 credits. Prerequisite: permission of instructor. V. Caron.
For description, see HIST 417.

FRLIT 419-420 Special Topics In French Literature

419, fall; 420, spring. 2-4 credits each term.
Prerequisite: permission of instructor. Staff.
Guided independent study of special topics.

FRLIT 429-430 Honors Work in French

429, fall; 430, spring. 8 credits year-long course, R grade fall semester, letter grade spring semester, with permission of the adviser. Open to juniors and seniors. Consult the director of the honors program. M. C. Vallois and staff.

FRLIT 448 Medieval Literature # (IV)

Spring. 4 credits. Prerequisite: FRLIT 221 or permission of the instructor. Conducted in English. A. Colby-Hall.
FRLIT 448 deals with the romance and the lyric. Facility in reading Old French and appreciation of these two major genres are the primary goals of this course.

FRLIT 455 Rabelais (also FRLIT 655) # (IV)

Spring. 4 credits. Conducted in French. D. Posner.
Rabelais's novels, and their explorations of the limits of linguistic expression, are studied in the context of the popular culture of the Late Middle Ages and Early Renaissance, of the dawn of religious conflict in France, of the

querelle des femmes (the intellectual debate over the status of women), and of early modern science. We also observe how Rabelais's texts situate themselves in problematic relation to the institutions of Church and State.

FRLIT 471 Translation for the Theatre (also THETR 423/623 and FRLIT 671) (IV)

Spring. 4 credits. Prerequisites: proficiency in language other than English; coursework in dramatic literature, directing, or playwriting. Conducted in English. J. E. Gainor.
For description, see THETR 423.

FRLIT 480 Nineteenth-Century French Women Writers (also WOMNS 478 and FRLIT 680) # (IV)

Fall. 4 credits. Conducted in French. A. Berger.
While situating the works read within their specific historical and literary context, this course attempts to address the following questions: How does the inscription of literature as a Public Institution within a phallogocentric cultural order affect women authors' status and writing strategies? To what extent and at what levels does being a woman inform or shape the text produced? And, in what ways is literary writing concerned with sexual difference? Writers include Mme. de Staël, George Sand, Flora Tristan, Rachilde and others.

FRLIT 488 Baudelaire in Context (also FRLIT 688, COML 480/680) # (IV)

Spring. 4 credits. Prerequisite: one 300-level course in French literature or permission of instructor. Conducted in French. J. Culler.
A study of *Les Fleurs du mal* in the context of various nineteenth- and twentieth-century discourses: The Romantic lyric (Hugo, Lamartine, Desbordes-Valmore), Romantic Satanism, debates about prostitution, and twentieth-century accounts of Baudelaire as the founder of modern poetry or the poet of the city.

FRLIT 607-608 Proseminar

607, fall; 608, spring. 2 credits each term. M. Greenberg.
The pro-seminar is the place for sustained exchanges between graduate students, faculty, and visiting lecturers. Activities include reading and discussion of seminal texts, chapters from dissertations and works in-progress, and articles and essays from visiting lecturers.

FRLIT 639-640 Special Topics In French Literature

639, fall; 640, spring. 2-4 credits each term. Staff.
Guided independent study for graduate students.

FRLIT 655 Rabelais (also FRLIT 455)

Spring. 4 credits. Conducted in French. D. Posner.
For description, see FRLIT 455.

FRLIT 671 Translation for the Theatre (also THETR 423/623 and FRLIT 471)

Spring. 4 credits. Conducted in English. J. E. Gainor.
For description, see THETR 423.

FRLIT 680 Nineteenth-Century French Women Writers (also WOMNS 478 and FRLIT 480)

Fall. 4 credits. Conducted in French. A. Berger.
For description, see FRLIT 480.

FRLIT 684 The Novel as Masterwork (also FRLIT 334)

Spring. 4 credits. Conducted in French. N. Furman.
For description, see FRLIT 334

Italian

Faculty: M. Migiel (director of undergraduate studies), T. Alkire, K. Bättig von Wittelsbach, T. Campbell, F. Cervesi-McCobb, S. Stewart-Steinberg, P. Swenson. Emeriti: A. Grossvogel

The Major

Students who wish to major in Italian should consult Professor Marilyn Migiel, mm55@cornell.edu, the Director of Undergraduate Studies, in Morrill Hall 311. She will assign the student a major adviser; the general plan and the details of the student's course of study will be worked out in consultation with the adviser. Italian majors are encouraged to take courses in related subjects such as history, art history, music, philosophy, anthropology, classics, linguistics, and other modern languages and literatures. While a major often occupies only the junior and senior years, it is wise for students to seek faculty advice about the major as early as possible.

Students who elect to major in Italian ordinarily should have completed ITAL 216 or 217 by the end of their sophomore year. Exemptions can be made on the basis of an examination. Students majoring in Italian are expected to become conversant with a fair portion of the masterworks of Italian literature, to acquaint themselves with the outlines of Italian literary history, and to develop some skill in literary analysis. To this end, students are expected to complete successfully 32 credits of Italian literature courses at the 300 level or higher, with papers written in Italian or English. Required courses for the Major are ITAL 303, 304, and a course on Dante. ITALA 402, History of the Italian Language, and 403, Linguistic Structure of Italian, may be counted toward the 32 credits required for the major (an introductory linguistics course is a prerequisite for ITALA 402 and 403).

Students majoring in Italian are also expected to acquire competence in the handling of the language. That competence may be demonstrated by passing an oral and written examination to be arranged by the adviser.

Italian majors are also required to complete successfully two courses in related fields (for example, Italian history, Italian art history, literary theory).

Italian majors may study in Italy, generally during their junior year, under any of those study-abroad plans organized by American universities that allow the transfer of grades and credit.

To be eligible, students must have completed the first two years of their curriculum requirements and be in good academic standing.

Language

Enrollment in a language course is conditional upon the student's eligibility for the particular level and on attendance of the first scheduled class session. Further, a student who fails to attend the first three days of class will be automatically dropped from the course in order to accommodate those on the waiting lists.

ITALA 121-122 Elementary Italian

121, fall; 122, spring. 4 credits each term. Prerequisite: for ITALA 122, ITALA 121 or equivalent. Intended for beginners or students placed by examination. At the end of ITALA 122, students who score 56 or higher on the LPI attain qualification and may enter the 200-level sequence; otherwise ITALA 123 is required for qualification. Evening prelims. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. Fall: P. Swenson, F. Cervesi-McCobb, S. Stewart-Steinberg, and staff; spring: P. Swenson, T. Alkire, F. Cervesi-McCobb, S. Stewart-Steinberg and staff.

A thorough grounding in all the language skills: listening, speaking, reading, and writing. Language practice in small groups. Lectures cover grammar and cultural information.

ITALA 123 Continuing Italian

Fall or spring. 4 credits. *Provides language qualification.* Limited to students who have previously studied Italian and have an LPI score of 45-55 or an SAT II score of 460-580. Satisfactory completion of ITALA 123 fulfills the qualification portion of the language requirement. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. T. Alkire.

ITALA 123 is an all-skills course designed to improve speaking and reading ability, to establish a groundwork for correct writing, and to provide a substantial grammar review.

ITALA 209 Intermediate Composition and Conversation I (formerly ITALA 203)

Fall or spring. 3 credits. *Provides language proficiency.* Prerequisite: qualification in Italian. Students wishing to major in Italian are strongly encouraged to enroll concurrently in ITALL 214, 215, 216, or 217. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. Fall: K. Bättig von Wittelsbach or T. Alkire; spring: K. Bättig von Wittelsbach.

Guided conversation, composition, reading, pronunciation, and grammar review emphasizing the development of accurate and idiomatic expression in the language.

ITALA 219 Intermediate Composition and Conversation II (formerly ITALA 204)

Spring. 3 credits. Prerequisite: ITALA 209 (formerly ITALA 203) or equivalent. Students wishing to major in Italian are strongly encouraged to enroll concurrently in ITALL 214, 215, 216, or 217. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. K. Bättig von Wittelsbach.

Guided conversation, composition, reading, pronunciation, and grammar review emphasizing the development of accurate and idiomatic expression in the language.

Note: Students placed in 200-level courses also have the option of taking courses in introductory literature, cultural studies, and cinema; see separate listings under ITALL 214, 215, 216 and 217 for descriptions of these courses.

ITALA 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Literature

ITALL 214 World News, Italian Views (IV)

Fall. 4 credits. Course limited to 18 students. Prerequisite: ITALA 209 (formerly ITALA 203) or permission of instructor. Conducted in Italian. M. Migiel.

In this seminar, we read, discuss, and write about a variety of global and transnational issues that get debated in the Italian media. Our approach to these cultural issues is grounded in rhetorical and discourse analysis. Students are required to read articles from Italian and English (both U. S. and British) sources. Students who read other languages (e.g. French, Spanish, etc.) are encouraged to offer points of comparison. Topics include: current events; international politics; developments in science and technology; economic and business ventures; literary bestsellers; movies; sports.

ITALL 215 The Cinematic Eye of Italy (IV)

Spring. 4 credits. Conducted in Italian. Prerequisite: ITALA 209 (formerly ITALA 203) or permission of the instructor. S. Stewart-Steinberg.

In this sophomore seminar, film is used to explore some of the most important issues in modern Italian cultural history, such as: Italy as a relatively new nation-state; fascism; regionalism; the Southern question; Catholicism; terrorism; the new consumerism of the 80's and 90's; and Italy's recent evolution into a multicultural society. Films viewed include those from the fascist era and the neorealist period, as well as later reformulation and critiques of these early works. There are also readings designed to introduce students to Italian film criticism and to key debates about contemporary Italian culture.

ITALL 216-217 Introduction to Italian Literature (IV)

Fall: 216; spring: 217. 3 credits. Prerequisite: permission of instructor. ITALL 216 is not prerequisite to ITALL 217. Conducted in Italian. Fall, F. Cervesi-McCobb; spring, T. Campbell.

In this course, students develop their language skills in Italian by reading, discussing, and writing about short works of fiction (twentieth-century short stories in ITALL 216; twentieth-century prose works in ITALL 217).

Italian Culture Courses

The sequence of ITALL 220, 221, 222, 223, and 224 is intended to give students a broad overview of the principal issues in Italian culture. The approach is interdisciplinary, drawing on materials from at least three of the following cultural domains: literature, politics, economics, history, art, film, music, religion, science, psychology, philosophy, anthropology.

ITALL 220-224 are conducted in English. Students who are proficient in Italian have the option of enrolling concurrently in the one-credit Italian Practicum, ITALL 300.

ITALL 220 Medieval Italy # (IV)

Spring. 4 credits. Prerequisite: permission of instructor. Conducted in English. M. Migiel.

Introduction to 13th- and 14th-century Italy, with particular attention to the cultural, socio-economic, and political forms that provided the basis for the Italian Renaissance. Units of study are devoted to: changing notions of the individual, politics, and morality; the impact of the new mercantile economy and culture; gender relations; the family; mysticism and popular religious movements; relation to non-Western cultures; the rise of Italian literature in the vernacular; and the impact of the Black Death (1348).

ITALL 224 Contemporary Italy (IV)

Fall. 4 credits. Prerequisite: permission of instructor. Conducted in English. T. Campbell.

Intended as an Italian cultural studies primer. We examine Italy from the period immediately following World War II to the present day. Topics for study include: neorealism; representations of the South; memory and the Shoah; terrorism and the 'Years of Lead'; 'BribeCity' and the advent of the Second Republic; and contemporary painting, particularly the 'Transvitalism' movement. Speculations are entertained on how recent Italian history raises broader questions about national history making and political memory, especially when compared with the French and German cases.

ITALL 300 Italian Practicum

Fall or spring. 1 credit. Conducted in Italian. Fall: T. Campbell and M. Migiel; spring: C. Campbell, M. Migiel and S. Stewart-Steinberg.

Students enrolled in an Italian literature or culture course that is conducted in English (e.g., ITALL 220, 224, 351, 369, 390, 396, 427, 456, and 457) may opt to take this one-credit Practicum in Italian, provided that they have already attained proficiency in the language. Students in the Practicum spend one class hour per week discussing selected issues or texts in Italian; they also complete an appropriate amount of written work in Italian.

ITALL 351 Machiavelli (also HIST 351) # (III or IV)

Fall. 4 credits. Conducted in English. J. Najemy.

For description, see HIST 351.

ITALL 369 History of Florence (also HIST 369) # (III or IV)

Spring. 4 credits. Conducted in English. J. Najemy.

For description, see HIST 369.

ITALL 389 Modern Italian Novel (IV)

Fall. 4 credits. Prerequisite: permission of instructor. Students who have taken ITALL 389 previously are permitted to re-take the course for credit, provided that the readings are different. Conducted in Italian. P. Swenson.

In this course we read novels by twentieth-century and contemporary novelists such as Ginzburg, Loy, Bassani, and P. Levi, and, in particular, we consider how the post-war modern novel explores the issues of history, time, memory and the relationship of the individual to the family, political engagement, and ethical responsibility.

ITAL 390 Fascist Bodies, Fascist Films (also ITAL 690) (IV)

Fall. 4 credits. Conducted in English.
T. Campbell.

We examine the depiction of fascism in films by Benigni, Bertolucci, Canevari, Cavani, de Sica, Pasolini, and Visconti.

ITAL 396 Italian Feminisms (also ITAL 696) (IV)

Spring. 4 credits. Conducted in Italian.
M. Migiel.

An introduction to the central issues in Italian feminist activity from the 1970s to the present. In addition to introducing students to the work of Italian feminist writers (principal among them Dacia Maraini) and the work of Italian feminist philosophers (Luisa Muraro, Adriana Cavarero, and other members of the group *Diotima*), the seminar also explores the Italian political debates about issues that affect women (including abortion, divorce, harassment, and violence against women).

ITAL 419-420 Special Topics in Italian Literature

419, fall; 420, spring. 2-4 credits each term.
Prerequisite: permission of instructor.
T. Campbell and M. Migiel.

Guided independent study of specific topics.

ITAL 427 Dante: The Divine Comedy (also ITAL 627) # (IV)

Spring. 4 credits. Conducted in English.
W. Wetherbee.

A close reading of selected cantos from the three sections of Dante's *Divine Comedy*. Readings and class discussion are in English, but there is an opportunity for students with some Italian to read portions of the poem in the original.

ITAL 429-430 Honors in Italian Literature

429, fall; 430, spring. 8 credits year-long course. R, fall; letter grade, spring. Limited to seniors. Prerequisite: permission of instructor. M. Migiel.

ITAL 456 Opera, History, Politics, and Gender (also HIST 456, WOMNS 454, COML 459, S HUM 459, MUSIC 474) (III or IV)

Spring. 4 credits. Conducted in English.
M. Steinberg and S. Stewart-Steinberg.

For description, see HIST 456.

ITAL 457 Italian Renaissance Epic (also ITAL 657) # (IV)

Fall. 4 credits. Conducted in English.
M. Migiel.

This seminar focuses on the great Italian Renaissance epics—Ludovico Ariosto's *Orlando furioso* (1532) and Torquato Tasso's *Gerusalemme Liberata* (1581). We study how these poems used the situation of a war against non-Christian others in order to address questions that remain important to us today: Who am I? To what extent is my identity determined by the things I possess? By my (gendered) body? By the attributes others recognize in me? What place do love and desire have in the world of honor and moral excellence? How respectful should we be of difference, particularly if we aim to establish a unified community? What values do we wish to espouse and transmit to future generations? And finally: What role does writing have in this cultural operation?

ITAL 465 The Modern Post-Postmodernism in Italy (also ITAL 665) (IV)

Spring. 4 credits. Conducted in Italian.
T. Campbell.

Against the backdrop of recent, far-reaching changes in technology, we examine the movement that has come to be known as post modernism. The following issues are taken up in the context of mainly, though not exclusively, Italian literature: conceptions of temporality; the mass media; simulacra and dystopia; post-hermeneutics; and urban landscapes. Works by Calvino, Eco, Jameson, Kluge, Primo Levi, Lyotard, Manganeli, Pynchon, Tabucchi, and Vattimo are read.

ITAL 468 Love and Sex in the Italian Renaissance (also HIST 468) # (III or IV)

Spring. 4 credits. Conducted in English.
J. Najemy.

For description, see HIST 468.

ITAL 627 Dante: The Divine Comedy (also ITAL 427)

Spring. 4 credits. Conducted in English.
W. Wetherbee.

For description, see ITAL 427.

ITAL 639-640 Special Topics in Italian Literature

639, fall; 640, spring. 4 credits each term.
T. Campbell and M. Migiel.

ITAL 665 The Modern Post-Postmodernism in Italy

Spring. 4 credits. Conducted in Italian.
T. Campbell.

For description, see ITAL 465.

ITAL 657 Italian Renaissance Epic (also ITAL 457)

Fall. 4 credits. Conducted in English.
M. Migiel.

For description, see ITAL 457.

ITAL 690 Fascist Bodies, Fascist Films (also ITAL 390)

Fall. 4 credits. Conducted in English.
T. Campbell.

For description, see ITAL 390.

ITAL 696 Italian Feminisms (also ITAL 396)

4 credits. Conducted in Italian. M. Migiel.

For description, see ITAL 396.

Portuguese

Faculty: J. Oliveira

PORT 121-122 Elementary Portuguese

121, fall; 122, spring. 4 credits each term. Intended for beginners. Students may attain qualification upon completion of 122 by achieving a satisfactory score on a special examination. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. J. Oliveira.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

PORT 209-219 Intermediate Composition and Conversation (formerly PORT 203-204)

209, fall; 219, spring. 3 credits each term. *PORT 209 provides language proficiency.* Prerequisites: for PORT 209, PORT 122 or permission of instructor; for PORT 219, PORT 209 or permission of instructor. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. J. Oliveira.

Conversational grammar review with special attention to pronunciation and the development of accurate and idiomatic oral expres-

sion. Includes readings in contemporary Portuguese and Brazilian prose and writing practice.

PORT 319 Readings in Luso-Brazilian Literature @ # (IV)

Fall or spring. 4 credits. Prerequisite: PORT 219 (formerly PORT 204) and permission of instructor. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. J. Oliveira.

This course takes a broad approach to selective writings of representative Luso-Brazilian authors from the nineteenth century to the present: Machado de Assis, Eca de Queiroz, Aluisio de Azevedo, Graciliano Ramos, Fernando Pessoa, Jorge Amado, and others.

Quechua

Faculty: L. Morató-Peña.

QUECH 121-122 Elementary Quechua (formerly QUECH 131-132)

121, fall; 122, spring. 4 credits each term. Prerequisite: qualification in Spanish. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. L. Morató-Peña.

A beginning conversation course in the Cuzco dialect of Quechua.

QUECH 136 Quechua Writing Lab

Spring. 1 credit. Prerequisite: concurrent enrollment in QUECH 122 or instructor's approval. Letter grade only.
L. Morató-Peña.

Computer-assisted drill and writing instruction in elementary Quechua.

QUECH 209-219 Continuing Quechua

209, fall; 219, spring. 3 credits each term. Prerequisites: for QUECH 209: QUECH 122 or equivalent; for QUECH 219: QUECH 209 or equivalent. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. L. Morató-Peña.

An intermediate conversation and reading course. Study of the Huarochiri manuscript.

QUECH 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor.
L. Morató-Peña.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Romance Studies**ROM S 321 History of the Romance Languages (also LING 321) (III)**

Fall. 4 credits. Prerequisites: LING 101 or equivalent and qualification in any Romance Language. C. Rosen.

Course topics include: popular Latin; pan-Romance trends in phonology, morphology, syntax, and the lexicon; regional divergence; non-Latin influences; Medieval diglossia; and emergence of Romance standards.

ROM S 322 History of the Romance Languages (also LING 322) (III)

Spring. 4 credits. Prerequisites: LING 101 or equivalent and qualification in any Romance Language. C. Rosen.

Covers the history of French, Italian, and Spanish from 850 to 1250 A. D. Includes

analysis of texts and an overview of other languages to present day. Considers elements of dialectology.

ROM S 433 The Lesser-Known Romance Languages (also LING 433) (III)

Fall. 4 credits. Prerequisite: LING 101 or equivalent and qualification in any romance language. C. Rosen.

The course surveys three or four Romance languages or dialects, examining their sound systems, grammars, and historical evolution from Latin. Includes some native speaker demonstrations. Readings represent both the modern languages and their earliest attested stages. Topic for fall 2001: Catalan, Romanian, a Northern Italian dialect, and a Rhetoromance language.

Spanish

S. Amigo-Silvestre, C. Morón Arroyo, L. Carrillo, D. Castillo, E. Dozier (associate chair of language), M. A. Garcés, M. García-Calderón (visiting), Z. Iguina, C. Lawless, N. Maldonado-Méndez, L. Morató-Peña, J. E. Paz-Soldán, J. Piedra, M. K. Redmond, J. R. Resina, M. Rice, J. Routier-Pucci, E. Sánchez-Blake, A. Stratakis-Tiö, M. Stycos, F. Unzueta (visiting), M. Valdez (visiting) Emeritus: J. W. Kronik.

The Major

The Spanish major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in literary and linguistic analysis. Satisfactory completion of the major should enable students to meet language and literature requirements for teaching, to continue with graduate work in Spanish or other appropriate disciplines, and to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake preprofessional training for graduate study in law or medicine. Students interested in a Spanish major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult Professor Ciriaco Arroyo, cma6@cornell.edu, the Director of Undergraduate Studies, in Morrill Hall 306, who will admit them to the major, and assign them an adviser from the Spanish faculty. Spanish majors will then work out a plan of study in consultation with their advisers. Spanish majors have great flexibility in devising their programs of study and areas of concentration. Previous training and interests as well as vocational goals will be taken into account when the student's program of courses is determined.

Students interested in majoring in Spanish linguistics should contact the Department of Linguistics.

All tracks include the following core:

SPANL 218 and SPANR 219 (or equivalent) are prerequisite to entering the major in Spanish. All majors will normally include the following core courses in their programs:

1. SPANR 311 and 312.
2. SPANL 316, 318, and 319 (not necessarily in that order)

Spanish Literature Option

The Spanish Literature Option normally includes at least 20 credits of Spanish literature beyond the core courses. Literature majors are strongly urged to include in their programs courses in all the major periods of Hispanic literature.

Spanish Language Option

A combination of literature and linguistics.

Area Studies Option (Spanish, Latin American, or U.S. Latino Studies)

At least 20 credits of courses at the 300 level and above in any of these focus areas beyond the core, all courses to be approved through consultation with the major adviser. Courses should reflect interdisciplinary interests in the area and may include up to three other academic fields of interest. For example, a student interested in Latin American studies may want to include courses on such topics as Latin American history, government, rural sociology, and economics. Students who want to specialize in U.S. Latino issues may want to include such topics as sociology of Latinos, Latino history, and Latino medical issues in addition to further studies in literature. Students planning on spending a year or semester in Seville (but not exclusively such students) frequently plan their coursework to emphasize Spanish history, art, political economy, and other related field courses, such as courses on Islam and Moorish Spain.

Students are encouraged to enrich the major program by including a variety of courses from related fields or by combining Spanish with related fields such as History, Philosophy, Sociology, Anthropology, Art, Music, Classics, English, Comparative Literature, and other foreign languages and literatures. The interdepartmental programs in Latin American Studies and Latino Studies sponsor relevant courses in a variety of areas.

The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

Study Abroad in Spain. Cornell, the University of Michigan, and the University of Pennsylvania cosponsor an academic year in Spain program. Students enrolled in this program spend the first month before the fall semester begins in an orientation session at the University of Seville, where they take coursework in Spanish language and culture and take advantage of special lectures and field trips in Andalucía. The College of Arts and Sciences awards three credits for orientation. Once the semester begins, students enroll in regular classes the University of Seville and at the program's center facility. Center courses are designed for the program and include a seminar offered by the resident director, from the faculty of either Cornell, Michigan, or Pennsylvania. Other center courses typically include history of art, history of the Mediterranean region, a literature course, and Spanish composition and syntax. In Seville, students live in private homes and a rich array of cultural activities and excursions are organized every semester.

Applicants are expected to have at least completed SPANR 219 prior to departure. Students are strongly encouraged to study abroad for the entire year rather than one semester. Students interested in the study abroad program should visit Cornell Abroad in

474 Uris and take a look at the Cornell Abroad web site: www.einaudi.cornell.edu/cuabroad.

Study Abroad in Bolivia: The Summer program in Cochabamba, Bolivia is sponsored by the Latin American Studies Program and accepts both undergraduate and graduate students. Students live with Bolivian families and normally take two courses with Cornell faculty who participate in this program. In addition to course work in Bolivian culture, politics, and social movements, the program features the opportunity to do intensive study in Quechua, the native language spoken by many Bolivians, as well as Spanish, and to participate in research and internships with grass-roots communities, government offices, and businesses.

Honors. Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior year select a member of the Spanish faculty to supervise their work and direct the writing of their honors essay (see SPANL 429–430).

Language

Enrollment in a language course is conditional upon the student's eligibility for the particular level and on attendance of the first scheduled class session. Further, a student who fails to attend the first three days of class will be automatically dropped from the course in order to accommodate those on the waiting lists.

All Spanish language courses are offered by the Department of Romance Studies, and Spanish linguistics courses are offered by the Department of Linguistics.

SPANR 112 Elementary Spanish: Review and Continuation

Fall. 4 credits. Prerequisite: LPS score 37–44. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. M. Rice and staff.

This course is designed for students who have taken some Spanish and who have a placement score of 37–44 or SAT II 370–450. It provides a basic review and then moves on to cover new material for the remainder of the term. Students who have taken SPANR 121 may enroll for this course. As part of the final exam, students take the LPS and, according to their score, may place into SPANR 123 (score below 56) or receive qualification (56 or above), and placement into the 200-level courses.

SPANR 121-122 Elementary Spanish

121, fall and summer; 122, spring. 4 credits each term. Prerequisite: for SPANR 122, SPANR 121. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. Fall: M. K. Redmond, S. Amigo-Silvestre and staff; spring: M. K. Redmond and staff.

This course is intended for students with no experience in Spanish. (Students who have previously studied 2 or more years of Spanish are not eligible for 121 unless they have an LPS score lower than 37 or SAT II lower than 370.) The course provides a thorough grounding in all language skills. Language practice in small groups. Lectures cover grammar, reading, and cultural information. Evening prelims.

SPANR 123 Continuing Spanish

Fall, spring, or summer. 4 credits. *Provides language qualification.* Prerequisite: SPANR 112, SPANR 122, or an LPS score 45-55 or SAT II 460-580. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. Fall: N. Maldonado-Méndez, C. Lawless, L. Morató-Peña and staff; spring: N. Maldonado-Méndez, L. Morató-Peña, E. Sánchez-Blake, and staff; summer: staff.

An all-skills course which requires daily preparation before class and active student participation in class. Includes researching cultural topics of the student's choice, oral presentations, grammar review, audio tapes, video, journal and essay writing, speaking in small groups, and authentic readings. Satisfactory completion of SPANR 123 fulfills the qualification portion of the language requirement. After this course, the student may take 207 (formerly 213) or 209 (formerly 203).

SPANR 200 Spanish for English/Spanish Bilinguals (also LSP 202)

Fall or spring. 3 credits. *Provides language proficiency.* Prerequisite: LPS score 56 or higher, SAT II 590 or higher, CASE placement, or permission of instructor. N. Maldonado-Méndez.

A course designed to expand bilingual students' knowledge of Spanish by providing them with ample opportunities to develop and improve each of the basic language skills. Not available to students who have taken SPANR 207 or 209.

SPANR 207 Intermediate Spanish for the Medical and Health Professions

Fall or spring. 3 credits. *Provides language proficiency.* Prerequisite: qualification in Spanish (SPANR 123, LPS score 56-64, or SAT II 590-680) or permission of instructor. Students who have taken SPANR 209 or 200 should speak to the instructor. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. A. Stratakis-Tio.

Conversational grammar review, with dialogues, debates, compositions, and readings on health-related themes. Special attention is given to relevant cultural differences.

SPANR 209 Intermediate Composition and Conversation I

Fall or spring. 3 credits. *Provides language proficiency.* Prerequisite: SPANR 123, LPS score 56-64, or SAT II 590-680. Not available to students who have taken SPANR 207. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. Fall: J. Routier-Pucci, Z. Iguina, and staff; spring: J. Routier-Pucci, S. Amigo-Silvestre and staff.

Conversational grammar review with special attention to the development of accurate and idiomatic oral and written expression. Includes composition-writing, the reading of Spanish and Spanish American short stories and poetry, and the viewing of several films.

SPANR 219 Intermediate Composition and Conversation II

Fall or spring. 3 credits. Prerequisite: SPANR 207 or 209, or CASE Q+, or permission of instructor. This course, or its equivalent, is required for admission to the

Cornell Abroad program. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. Fall: E. Dozier, S. Amigo-Silvestre and staff; spring: E. Dozier, Z. Iguina, and C. Lawless.

An advanced-intermediate course designed for students who want to go beyond the basic language requirement, and further broaden their knowledge of the language and related cultures, as well as improve their comprehension and communication skills. This course guides students to take greater command of their own language learning process to optimize their continued progress. Includes a strategic focus on specific problems in listening, and reading comprehension, and in accurate writing and speaking.

SPANR 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor.

Times arranged with instructor. Staff. Taught on a specialized basis to address particular student needs.

SPANR 310 Advanced Conversation and Pronunciation

Spring. 3 credits. Prerequisite: SPANR 219 or equivalent. Letter grades assigned unless student receives exceptional permission from the course coordinator for S-U. Z. Iguina.

A conversation course with intensive oral practice obtained through the production of video programs. Study of the fundamental aspects of communication in the standard spoken and written Spanish, with some focus on dialectal variations. Weekly pronunciation labs.

SPANR 311 Advanced Composition and Conversation I

Fall or spring. 4 credits. Prerequisite: SPANR 218 or 219 or CASE Q++ or equivalent. Fall: M. Stycos and staff; spring: staff.

Advanced language skills, developed through reading, grammar review, and intensive practice in speaking, writing, and translation. Analysis of present-day Spanish usage in a wide variety of oral and written texts.

SPANR 312 Advanced Composition and Conversation II

Fall or spring. 4 credits. Prerequisite: SPANR 311 or permission of instructor. Fall: M. Stycos; spring: staff.

Readings and class discussion focus on the stylistic analysis of modern texts. Increased emphasis, through weekly essays, on students' development of an effective Spanish prose style.

SPANR 366 Spanish in the United States (also LING 366 and LSP 366)

Fall. 4 credits. Prerequisite: some knowledge of Spanish. M. Suñer.

Examination of major Spanish dialects in the United States from a linguistic perspective. Topics include: contrast with the standard language; borrowing, interference, and code switching; syntactic, morphological, and phonological characteristics; and sex-related phenomena.

SPANR 630 Spanish for Reading

Spring. 3 credits. Limited to graduate students. J. Routier-Pucci.

Designed for those with little or no background in Spanish and little exposure to written Spanish, this course primarily aims to develop skill in reading Spanish. Grammar

basics, extensive vocabulary, and strategies for reading in a foreign language are covered. The types of texts covered depend on the interests of the students in the course.

Literature**SPANR 218 Introduction to Hispanic Literature @ (IV)**

Fall or spring. 3 credits. Prerequisite: SPANR 200, or 207, or 209 or CASE Q+, or permission of coordinator. The course is divided into small sections and is taught mainly in Spanish. The literature course that normally follows SPANR 218 is either 316 or 318.) C. Lawless and staff.

An intermediate course designed to improve reading, writing, speaking, and comprehension skills in Spanish through the reading and discussion of contemporary literary works of various genres (narrative prose, drama, poetry) from Spain and Spanish America. Emphasis is placed on the development of fluency in reading and of critical and analytical abilities. The cultural, sociological, and aesthetic implications of texts by authors such as Borges, Cortázar, Fuentes, García Márquez, García Lorca, and Cela are considered.

SPANR 246 Contemporary Narratives by Latina Writers (also LSP 246 and WOMNS 246) (IV)

Fall. 3 credits. Conducted in English. L. Carrillo.

This course offers a survey of narratives, including novels, short fiction, essays, political/feminist manifestoes and memoirs by representative Latina writers of various Latino ethnic groups in the United States and the Americas including, Chicana, Chilean, Cuban, Dominican, and Puerto Rican, among others. We investigate the parallel development of a Latina perspective on personal, social and cultural issues alongside that of the U.S. ethnic liberation/revitalization movements of the 1960's through to contemporary feminist activism and women of color movements. We investigate these works as artistic attempts to deal with issues of culture, language and bilingualism, family, gender, sexuality, and domesticity among others. We account for regional distinctions and contributions. Readings include works by Julia Alvarez, Elena Castedo, Sandra Cisneros, Judith Ortiz Cofer, Cristina García, Ana Lydia Vega, and others.

SPANR 301 Hispanic Theater Production

Fall or spring. 1-2 credits. E. Sánchez-Blake.

Students involved in Hispanic Theater Production develop a specific dramatic text for full-scale production. The course involves selection of an appropriate text, close analysis of the literary aspects of the play, and group evaluation of its representational value and effectiveness. All students signing up for the course are involved in some aspect of production of the play, and write a final paper as a course requirement. Credit is variable depending upon the student's role in play production: a minimum of 50 hours of work is required for one credit; a maximum of two credits will be awarded for 100 hours or more of work.

SPANR 316 Readings in Modern Spanish Literature (IV)

Fall or spring. 4 credits. Conducted in Spanish. Prerequisite: SPANR 218, 219 or CASE Q++, or permission of instructor. Fall: C. Arroyo and M. Stycos; spring:

J. Resina and C. Lawless. Readings and discussion of representative texts from Spain from the Romantic period to the present. Bécquer, Galdós, Unamuno, García Lorca, Cela, and others.

SPANL 318 Readings in Modern Spanish American Literature (IV)

Fall or spring. 4 credits. Conducted in Spanish. Prerequisite: SPANL 218, 219, or CASE Q++, or permission of instructor.

Fall: M. García-Calderón and E. Sánchez-Blake; spring, E. Sánchez-Blake and J. Paz-Soldán.

Readings and discussion of representative texts of the nineteenth and twentieth centuries from various regions of Spanish America. Among the authors considered are Darío, Borges, Cortázar, García Márquez, and Valenzuela.

Note: The prerequisite for the following courses, unless otherwise indicated, is SPANL 316 and 318 or permission of instructor.

SPANL 319 Renaissance Hispanisms # (IV)

Fall or spring. 4 credits. Conducted in Spanish. Prerequisite: SPANL 316 and SPANL 318. SPANL 312 is recommended.

Fall, M. A. Garcés; spring, C. Arroyo.

In Spain, the cultural revolution known as the Renaissance produced a glittering array of artistic works—both in literature and the arts—which gave rise to the term Golden Age. There was a “darker side” to the Renaissance, however, which juxtaposed the conquest of America with the establishment of the Inquisition and the expulsion of the Jews. The tale of these relations of exclusion and fascination with the *other* is recapitulated by the literature of the period. Readings may be drawn from Columbus, Cabeza de Vaca, *Lazarillo de Tormes*, Garcilaso de la Vega, San Juan de la Cruz, Cervantes, María de Zayas, Quevedo, Lope de Vega, and Calderón, among others.

SPANL 320 Perspectives on Latin America (also LSP 301) @ (IV)

Spring. 3 credits. Conducted in English. M. García-Calderón.

This interdisciplinary, co-taught course is offered every spring through the Latin American Program. It is highly recommended for Latin American Studies Concentrators. Topics will vary by semester, but readings always focus on current research in various disciplines and regions of Latin America. The range of issues addressed include the economic, social, cultural, and political trends and transitions in the area. In the weekly meetings, instructors and guest lecturers facilitate student discussions. Students taking the course are required to participate in all class discussions and write one research paper in their chosen focus area.

SPANL 339 Islamic Spain: Culture and Society (also NES 339, JWST 339, COML 334, RELST 334, and SPANL 699) @ # (IV)

Fall. 3 credits. R. Brann.

For description, see NES 339.

SPANL 346 Hispanic Caribbean Culture and Literature @ (IV)

Fall. 4 credits. Conducted in Spanish.

M. García-Calderón.

An introduction to the history, culture and literature of the Hispanic Caribbean, with major emphasis on Cuba, Puerto Rico, and the Dominican Republic. Analysis of the cultural

and social peculiarities of the Caribbean area. Includes discourses of national identity and the emergence of alternative subjectivities in the literatures of the region. Topics include: racial, generic and sexual otherness; hybridity and translocality in the context of contemporary globalization; and postmodernity in the region. Authors such as Martí, Hostos, Ortiz, Guillén, Palés Matos, Carpentier, Lezama Lima, Piérra, Arenas, Sánchez, Ferré, Valdés, Estévez, Vergés, Veloz Maggiolo, Hernández, Díaz, Ramos Otero, Rodríguez Juliá, Vega, García Ramis, and Santos-Febres are included. Supplemental theoretical readings to include such authors as Ortiz, Cornejo Polar, Benítez Rojo, García Canclini, Ramos, Sommer, Bhadha, Butler.

SPANL 374 Caribbean Popular Culture (IV)

Spring. 4 credits. Conducted in Spanish.

M. García-Calderón.

Is the category of “popular” taken for granted? What do we in fact mean when we describe a particular clothing style, film, television show, or music video as “popular”? Can works of art be “popular”, or is this expression reserved for objects, practices, and images associated with the common and everyday? Do distinctions persist between high and low culture, or is every aspect of culture commercial? These questions spark the major tensions of this course. We investigate the concept of the popular historically as well as critically through the cultural representations of the Hispanic Caribbean. Our exploration into these cultural representations seeks to interrogate how popular culture has been studied, theorized, and defined within academic discourses to help locate the function of the popular within contemporary culture. Readings include theoretical texts by Benjamin, Adorno, Eco, Bennet, García Canclini, Martín Barbero, and others. Primary texts by Cabrera Infante, Ferré, Lugo Filippi, Vega Montero, Paz, Rodríguez Juliá, Sánchez, Vergés, Padura, Ramos Otero, and Valdés are discussed.

SPANL 399 Spanish Film (IV)

Fall. 4 credits. Conducted in Spanish.

Prerequisite: SPANL 218 or 311 or permission of instructor. Screenings to be announced. J. R. Resina.

Examines the evolution of Spanish cinema since Franco's death in 1975, both from a historical and a cinematic perspective. The focus is on documentary, fictional and allegorical reconstruction of the past, and on the images of the new democratic society which illustrate a postmodern aesthetic. Selected films include works by directors who started their careers under the dictatorship (Saura, Erice, Borau) and by members of the younger generation, such as Almodóvar.

SPANL 403 After Immigration (also HUM S 403 and LSP 403) (IV)

Spring. 4 credits. D. Castillo.

Beginning with a close reading of Michael Jones-Correa's seminal study of Latinos in New York, *Between Two Nations*, we focus class discussion on recent Latin American immigration to the United States through two complementary perspectives and meditations on the immigrant experience: that of the individuals who have arrived in the US, and that of individuals who have chosen to remain in the countries of origin. The class covers films like *Nueva Yol* and *Jardín de Edén*, Latin American authors like Carlos Fuentes, Ana

Lydia Vega, and Ariel Dorfman, and US Latinos like Julia Alvarez, Francisco Goldman, and Cristina Garcia. Students are encouraged to do individually-tailored research projects that may include autobiographical or ethnographic elements as well as literary analysis and theoretical inquiries.

SPANL 419-420 Special Topics in Hispanic Literature

419, fall; 420, spring. 2-4 credits each term.

Prerequisite: permission of instructor. Staff. Guided independent study of specific topics. For undergraduates interested in special problems not covered in courses.

SPANL 425 Prehispanic Mexico in Twentieth Century Mexican Literature (IV)

Spring. 4 credits. M. Valdes.

This course will examine the extensive research on prehispanic Mexico carried out by Miguel León Portilla and others in the last forty years and consider its incorporation into the work of Octavio Paz, Carlos Pellicer, Carlos Fuentes, Juan Rulfo and José Emilio Pacheco.

SPANL 429-430 Honors Work in Hispanic Literature

429, fall; 430, spring. 8 credits. Year-long course, R grade fall semester, letter grade spring semester. Limited to seniors with a superior academic record. Prerequisite: permission of instructor. C. Arroyo and staff.

SPANL 440 Medieval Spanish Literature # (IV)

Fall. 4 credits. Conducted in Spanish.

C. Arroyo.

Readings from *Mío Cid* to *Celestina*. Emphasis is on concepts (learned vs. popular, topos vs. personalism, pro-anti-feminism, courtly love) in European perspective. Considers cultural distance and “assimilation” through reading.

SPANL 447 The Spanish American Novel: Origins and Transformations (IV)

Fall. 4 credits. F. Unzueta.

This course presents a (critical) survey of the first 150 years of Spanish American novels (c 1820-1950), exploring its origins and multiple transformations. It considers different theories of the novel, the major literary movements of the era (Neoclassicism, Romanticism, Realism, modernismo, the novela de la tierra and the New Novel), and documents containing a Spanish American poetics of the novel. Some other critical problems addressed are: genre theory, periodization and literary histories, the constitution of subjects, and the incorporation of history and “reality” in the novel.

SPANL 484 Nationalism and Literature (also COML 484) (IV)

Spring. 4 credits. Conducted in English.

Prerequisite: demonstrated reading ability in Spanish. J. R. Resina.

What are nations? How did they form in history? What is their role in the present? How do they affect the cultural field and the formation of literary canons? What is the difference between the nation-state and stateless nations? How do they relate and sometimes clash, in the cultural arena? These and related questions are the focus of this course, in which theoretical readings are supplemented by literary texts, primarily but not exclusively from the Spanish literary tradition.

SPANL 639-640 Special Topics in Hispanic Literature

639, fall; 640, spring. 2-4 credits each term. Staff.

SPANL 645 The Concept of Self in the Nineteenth- and Twentieth-century Spanish Novel

Spring. 4 credits. M. Valdes.

This course examines the development in Spain of a dialectic approach to self-identity and communal identity beginning with the Catalan intellectual Santiago Ramon y Cajal and including the most important thinkers of the early twentieth century especially Miguel de Unamuno and Jose Ortega y Gasset. The Spanish perspective on the self will be outlined in response to Paul Ricoeur's seminal book "Oneself as Another" in order to set up the hermeneutic framework from commentary on major Spanish narrative texts of the late nineteenth century and early twentieth century including works of Leopoldo Alas, Benito Peerez Galdós, Emilia Pardo Bazán, José Martínez Ruiz and Miguel de Unamuno.

SPANL 651 Spanish Golden Age Drama

Fall. 4 credits. Conducted in Spanish. M. A. Garcés.

This seminar explores the rise and reign of Spain's remarkable national theater in the sixteenth and seventeenth centuries, from the birth of the drama to the emergence of the *comedia*, which produced truly popular great art, to the highly intellectual and artfully crafted drama of Calderón. Summarizing the most recent theoretical approaches to Golden Age Spanish theater, such as genre and performance studies, reception theory, feminist and psychoanalytic analyses, among others, we study the Spanish *corrales* and their audiences, *comedia* texts, captivity plays, and dramatic productions on the New World in works by Cervantes, Lope de Vega, Tirso de Molina, Ruiz de Alarcón, María de Zayas, and Calderón.

SPANL 653 Don Quijote: And the Theory of Reading a Classic

Spring. 4 credits. C. Arroyo.

Explanation of the text; plot and characterization: Cervantes' originality and the literary theory of his time: Castelvetro, Pinciano, etc. Basic questions on the culture of the period such as Cervantes' Erasmianism and other texts; Don Quijote in the development of the European novel, and the critical reception of the text (Calderon, Fielding, etc.). Finally, the question of value: the idea of a literary masterpiece in the aesthetic and humanistic sense.

SPANL 670 Constituting National Subjects

Fall. 4 credits. F. Unzueta.

This course explores the constitution of "national subjects" in a range of 19th-Century Spanish American discourses, including novels, autobiographies, essays, and cuadros de costumbres. It will trace some of the transformations of *hombres de bien* into abstract citizens and a range of socially differentiated national subjects. We will seek theoretical articulations of the notion of the "subject," and study how subjects insert themselves in, or resist, dominant discourses, ideologies and hegemonic projects.

SPANL 698 The Latin American "Boom"

Spring. 4 credits. Conducted in Spanish. J. Paz-Soldán.

This course examines the writers of the "Boom", paying close attention to their

experimentation with narrative form and their bold ambition to write "la novela total". We read essays and novels by Garcia Marquez, Vargas Llosa, Cortazar, Cabrera Infante, and Fuentes. Due to the length of the novels, expect intensive reading.

RUSSIAN

N. Pollak, chair (226F Morrill Hall); P. Carden, director of undergraduate studies [literature], (226B Morrill Hall); S. Paperno, director of Russian Language Program (226E Morrill Hall); 255-8350; E. W. Browne, L. Paperno, S. Paperno, S. Senderovich, G. Shapiro, V. Tsimberov

The Russian Major

Russian majors study Russian language, literature, and linguistics, and emphasize their specific interests. It is desirable, although not necessary, for prospective majors to complete RUSSA 121-122, 201-202, and 203-204 as freshmen and sophomores, since these courses are prerequisites to most of the junior and senior courses that count toward the major. Students may be admitted to the major upon satisfactory completion of RUSSA 122 or the equivalent. Students who elect to major in Russian should consult Professor Carden as soon as possible. For a major in Russian, students are required to complete (1) RUSSA 301-302 or 303-304 or the equivalent, and (2) 18 credits from 300- and 400-level literature and linguistics courses, of which 12 credits must be in literature in the original Russian.

Certain courses may, with the permission of the instructor, be taken for one additional hour's credit. Such courses involve a one-hour section each week with work in the Russian language. Students may count two one-hour credits towards the 12 hours of Russian literature in the original language required for the major.

Study Abroad

Cornell is an affiliated institution with the Council on International Educational Exchange program for Russian language study at St. Petersburg State University. Cornell students also frequently attend the American Council of Teachers of Russian program in Moscow and other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from W. Browne, in the Department of Linguistics.

Honors. Students taking honors in Russian undertake individual reading and research and write an honors essay. Students planning to take honors should consult Professor Carden in their junior year.

Fees. Depending on the course, a small fee may be charged for photocopied texts for course work.

[Freshman writing seminar requirement. The following course satisfies the freshman writing seminar requirement: Russian 104. Not offered 2001-2002.]

Russian Language

For details on all Russian language courses, see: <http://russian.dml.cornell.edu>.

RUSSA 103-104 Conversation Practice

103, fall; 104, spring. 2 credits each term. Must enroll in one section of 103 and one section of 121 in the fall; and one section of 104 and one section of 122 in the spring. L. Paperno.

A highly interactive conversation class. Multimedia materials on our web site must be used on computers in the language lab or on the students' own computers.

RUSSA 121-122 Elementary Russian through Film

121, fall or summer; 122, spring or summer. 4 credits each term. May be taken alone and qualification will be achieved with satisfactory completion of 121-122-123; or may be taken concurrently with 103-104 and qualification will be achieved at completion of 122-104. L. Paperno, S. Paperno, V. Tsimberov.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing. Course materials include clips from original Russian films and TV programs.

RUSSA 123 Continuing Russian

Fall. 4 credits. *Provides language qualification.* Limited to students who have previously studied Russian or been placed by department. Satisfactory completion of RUSSA 123 fulfills the qualification portion of the language requirements. L. Paperno, S. Paperno, V. Tsimberov.

A course designed to prepare students for study at the 200 level. Authentic Russian materials are used: TV, books, etc.

RUSSA 203-204 Intermediate Composition and Conversation

203, fall or summer; 204, spring or summer. 3 credits each term. *Provides language proficiency.* Prerequisites: for RUSSA 203, qualification in Russian (RUSSA 123 or placement by department); for RUSSA 204, RUSSA 203 or equivalent. L. Paperno, S. Paperno, V. Tsimberov.

Guided conversation, composition, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language. Course materials include CD-ROMS with clips from an original Russian feature film and work with Russian web sites.

RUSSA 205-206 Reading Russian Press

205, fall; 206, spring. 2 credits each term. *RUSSA 206 provides language proficiency.* Prerequisite: qualification in Russian (RUSSA 123 or placement by department). Both semesters must be taken in order to satisfy the proficiency level for the language requirement. This course cannot be used to satisfy the humanities requirement. S. Paperno.

In this course students read unabridged articles on a variety of topics from current Russian periodicals and web pages.

Note: Students placed in the 200-level courses also have the option of taking courses in introductory literature; see separate listings under RUSSL 201 and 202 for descriptions of these courses, any of which may be taken concurrently with the 203-204 and 205-206 language courses described above.

RUSSA 300 Directed Individual Studies

Fall or spring. 1 credit. Prerequisite: permission of instructor. Times arranged with instructor. Staff.

Taught on a specialized basis to address particular student needs usually related to a project or interests not addressed in other Russian courses.

RUSSA 303-304 Advanced Composition and Conversation

303, fall; 304, spring. 4 credits each term. Prerequisites: for RUSSA 303, RUSSA 204 or equivalent; for RUSSA 304, RUSSA 303 or equivalent. L. Paperno, S. Paperno, V. Tsimberov.

Course involves writing, reading, and conversation. Involves viewing and reading authentic language materials such as current Russian films (feature and documentary), newspapers, TV programs, and Russian web sites.

RUSSA 305-306 Directed Study in Writing and Grammar

305, fall; 306, spring. 2 credits each term. Prerequisite: placement by the department. Staff.

This course is intended for students with special needs (e.g., children of Russian immigrants who speak Russian at home but have not learned to read or write grammatically correct Russian) that cannot be met by any other Russian course.

RUSSA 309-310 Advanced Reading

309, fall; 310, spring. 4 credits each term. Prerequisites: for RUSSA 309, RUSSA 204; for RUSSA 310, RUSSA 309 or equivalent. L. Paperno, S. Paperno, V. Tsimberov.

The purpose of the course is to teach advanced reading skills. The weekly reading assignment is 20-40 pages of unabridged Russian prose, fiction or non-fiction. The discussion of the reading is conducted entirely in Russian and is centered around the content of the assigned selection. When possible, a special section for native speakers of Russian is taught, with larger reading assignments—up to 130 pages per week. This course can *not* be used to satisfy the Humanities requirement.

[RUSSA 401-402 History of the Russian Language (also LING 417-418) (III)]

401, fall; 402, spring. 4 credits each term. Prerequisites: for RUSSA 401, permission of instructor; for RUSSA 402, RUSSA 401 or equivalent. Offered alternate years. Not offered 2001-2002. W. Browne.

Course considers phonological, morphological, and syntactic developments from old Russian to modern Russian.]

[RUSSA 403-404 Linguistic Structure of Russian (also LING 443-444) (III)]

403, fall; 404, spring. 4 credits each term. Prerequisites: for RUSSA 403, LING 101 and permission of instructor, for RUSSA 404, RUSSA 403 or equivalent. Offered alternate years. Not offered 2001-2002. W. Browne.

A synchronic analysis of the structure of modern Russian. RUSSA 403 deals primarily with phonology and 404 with syntax and word order. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, nonuniversal categories, and the relation between morphology and syntax.]

RUSSA 413-414 Advanced Conversation and Stylistics

413, fall; 414, spring. 2 credits each term. Prerequisites: for RUSSA 413, RUSSA 303-304 or the equivalent, for RUSSA 414, RUSSA 413 or equivalent. V. Tsimberov. Discussion of authentic unabridged Russian

texts and films (feature or documentary) in a variety of nonliterary styles and genres.

RUSSA 601 Old Church Slavonic (also LING 661)

Fall. 4 credits. Prerequisite: students should know a Slavic or classical Indo-European language. This course is prerequisite to RUSSA 602 and 651. Offered alternate years. W. Browne.

Grammar and reading of basic texts.

RUSSA 602 Old Russian Texts (also LING 662)

Spring. 4 credits. Prerequisite: RUSSA 601. Offered alternate years. W. Browne.

Grammatical analysis and close reading of Old Russian texts.

RUSSA 633-634 Russian for Russian Specialists

633, fall; 634, spring. 1-4 credits variable.

Prerequisite: 4 years of college Russian.

For graduate and advanced undergraduate students. L. Paperno, S. Paperno.

The course is designed for students who specialize in an area of Russian studies requiring fine active control of the language. Fine points of syntax, usage, and style are discussed.

RUSSA 651-[652] Comparative Slavic Linguistics (also LING 671-672)

651, fall; [652, spring]. 4 credits each term.

Prerequisites: for RUSSA 651, RUSSA 601

taken previously or simultaneously or

permission of instructor, for RUSSA 652,

RUSSA 651 or permission of instructor.

Offered alternate years. W. Browne.

Covers sounds and forms of the Slavic languages and of prehistoric common Slavic. Also covers main historical developments leading to the modern languages.

[RUSSA 700 Seminar in Slavic Linguistics]

Offered according to demand. Variable credit. Not offered 2001-2002. Staff.

Topics chosen according to the interests of staff and students.]

Russian Literature

A variety of courses are offered in Russian Literature; some course readings are in English translation, others are in the original Russian, others use both. The connection between Russian history, society, and literature is particularly close, so instruction and discussion in class often include a variety of topics, such as culture and intellectual history, as well as literature. Several courses are interdisciplinary, cosponsored with the departments of History, Economics, Government, Comparative Literature, and others.

First-Year Writing Seminars: consult the John S. Knight Institute brochure for times, instructors, and descriptions.

RUSSL 201-202 Readings in Russian Literature (IV)

201, fall; 202, spring. 3 credits each term. Prerequisite: qualification in Russian. Open to freshmen. 201 is prerequisite to 202.

Separate sections for native and nonnative speakers of Russian, each co-taught by language and literature faculty. For the native speaker section, proficiency in Russian is required. Proficiency is achieved by completing RUSSA 203 or passing a placement test that is always given a few days before the beginning of the semester

and is usually announced on the web site (russian.dml.cornell.edu) as well as in other ways. For the nonnative speaker section, qualification in Russian is required, and proficiency is achieved by successfully completing RUSSL 201 or 202. N. Pollak.

These courses, the first that students take after qualification in Russian, serve as an introduction to Russian literature in the original language. Readings in prose and verse may include works by Pushkin, Lermontov, Tiutchev, Fet, Tolstoy, Chekhov, and others.

[RUSSL 207 Themes from Russian Culture # (IV)]

Spring. 3 credits. Not offered 2001-2002; next offered 2002-2003. G. Shapiro.

This course is based on lectures, discussions, and audio-visual presentations (slides, tapes, films). Included within its scope are various aspects of Russian culture such as literature, art, music, religion, philosophy, and social thought from its very beginning through the eighteenth century. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country which plays a major role in the world today. Russian culture is presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation.]

[RUSSL 208 Themes from Russian Culture II (IV)]

Spring. 3 credits. Not offered 2001-2002. G. Shapiro.

This course is based on lectures, discussions, and audiovisual presentations (slides, tapes, films). Included are various aspects of Russian culture such as literature, art, music, religion, philosophy, and social thought over the last 200 years. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country that plays a major role in the world today. Russian culture is presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation.]

[RUSSL 279 The Russian Connection, 1830-1867 (also COM L 279) # (IV)]

Fall. 3 credits. Not offered 2001-2002. P. Carden.

As Russian prose began to find its voice, it responded with enthusiasm to the European prose tradition. One line of development in the Russian novel began with Rousseau's division between the needs of individual growth, nourished by solitude and introspection, and the demands of society. Tolstoy's *War and Peace* can be read as a summary and a testing of the novelistic tradition that grew out of the work of Rousseau, in both European and Russian literature. We follow the line that leads to Tolstoy's multifaceted inquiry, beginning with two short novels that set the tone for the introspective novel in the two traditions, Constant's *Adolphe* and Lermontov's *Hero of Our Time*. Looking at relevant excerpts from a range of European prose writers, Rousseau, Musset, Goethe, Stendhal, Thackeray among others, we think about the possibilities and limitations of the introspective novel as a form, especially as manifested in one of the monuments of the genre, *War and Peace*.]

[RUSSL 280 The Russian Connection, 1870-1960 (also COM L 280) (IV)]

Spring. 3 credits. Not offered 2001-2002. P. Carden.

The European novel of introspection developed a second line of inquiry, in some respects counter to the tradition that grew out of the writings of Rousseau. Diderot's "Rameau's Nephew" may be taken as emblematic of a novel that goes beyond the search for self-understanding to focus on alienation, resentment, and rebellion. Dostoevsky was the inheritor of this line in the European prose tradition. His works, in particular *Notes from Underground* and *The Idiot*, are the focal point of our discussion. We follow up the tradition as Dostoevsky's influence returns the line to Europe in the works of writers like Camus and Sarraute.]

RUSSL 331 Introduction to Russian Poetry # (IV)

Fall. 4 credits. Prerequisites: RUSSL 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. S. Senderovich.

A survey of Russian poetry with primary emphasis on the analysis of individual poems by major poets.

[RUSSL 332 Russian Drama and Theatre (also THETR 322, COM L 322) # (IV)]

Spring. 4 credits. Not offered 2001-2002; next offered 2002-2003. S. Senderovich.

Covers selected topics. Includes discussion of a number of the most representative Russian plays of the nineteenth and twentieth centuries in chronological order. Offers introductions to the historical period, cultural atmosphere, literary trends, and crucial moments in the history of the Russian theater. Among the works studied are Gogol's *Inspector General*, Ostrovsky's *The Storm*, and Chekhov's *The Cherry Orchard*. All readings are in English translation. Additional assignments in critical literature are made for graduate students.]

[RUSSL 333 Twentieth-Century Russian Poetry (IV)]

Spring. 4 credits. Not offered 2001-2002. N. Pollak.

Course involves close readings of lyrics by major twentieth-century poets. All readings are in Russian. Geared towards undergraduates.]

RUSSL 334 The Russian Short Story (IV)

Spring. 4 credits. Prerequisites: RUSSL 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. P. Carden.

A survey of two centuries of Russian story telling. Emphasis is on the analysis of individual stories by major writers, on narrative structure, and on related landmarks of Russian literary criticism.

[RUSSL 335 Gogol # (IV)]

Fall. 4 credits. Not offered 2001-2002. G. Shapiro.

Selected works of Gogol are read closely and viewed in relation to his life and to the literature of his time. Readings are in English translation.]

[RUSSL 337 Films of Russian Literary Masterpieces (also COM L 338) (IV)]

Fall. 4 credits. Not offered 2001-2002; next offered 2002-2003. S. Senderovich.

War and Peace and *Dr. Zhivago* are well-

known American films relating to Russian literature of the nineteenth and twentieth centuries. Russian literature has been a matter of great interest both in the West and East. A clear cut practice of cultural translation is presented by film versions of Russian literary masterpieces. We perform a comparative analysis of these films, which provides an excellent opportunity for discussing problems of translation between various media and of cultural translation.]

[RUSSL 350 Education and the Philosophical Fantasies (also COM L 350) # (IV)]

Fall. 4 credits. Not offered 2001-2002; next offered 2002-2003. P. Carden.

A major philosophical tradition has conceived of education as encompassing the whole of our lives. What we should do or be is seen as the result of every choice we make. The whole of our human context is understood as a school in which we form ourselves. This all-encompassing vision of education has been embodied in the works of the great philosopher-fantasists who use the forms of fiction to explore fundamental issues of education. In this course we examine several key philosophical fantasies, among them Plato's *Republic*, Rousseau's *Emile*, and Tolstoy's *War and Peace*. Our aim is to understand how the discourse on education became a central part of our Western tradition.]

RUSSL 367 The Russian Novel (also COM L 367) # (IV)]

Fall. 4 credits. Special discussion section for students who read Russian. N. Pollak.

The rise of the Russian novel in the nineteenth century. Works by Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov.

[RUSSL 368 Russian Literature from 1917 to the Present (IV)]

Spring. 4 credits. Also open to graduate students. No prerequisites. There will be a special section for students who read Russian. Not offered 2001-2002. Staff.

Readings are done in English translation. Course works as a survey of Russian literature focusing on the most important writers. Among the themes explored are Russian Modernism, social command, socialist realism, the Thaw, dissident and emigre literature, and post-modernism. Writers include Blok, Mayakovsky, Babel, Olesha, Platonov, Pasternak, Nabokov, Solzhenitsyn, the two Erofeevs, and contemporary women poets and short story writers.]

RUSSL 369 Dostoevsky (also COM L 332) # (IV)]

Spring. 4 credits. P. Carden.

This course involves close reading of novels and short works by Fyodor Dostoevsky. Dostoevsky's fiction is in contentious dialogue with the literature and philosophy of the preceding century and opens out to the literature and philosophy of the following century. This critique of European culture, his searching examination of the interior life, and his bold experiments with narrative make his work seminal in world fiction. In this course we read *Notes From Underground*, *Crime And Punishment*, *The Idiot*, and *Brothers Karamazov*.

RUSSL 373 Chekhov in the Context of Contemporary European Literature and Art (also COM L 375) # (IV)]

Spring. 4 credits. S. Senderovich.

Reading and discussion of Anton Chekhov's short stories in the context of the European art

of the short story and painting of that era. The course is designed for nonspecialists as well as literature majors. All reading is in English translation.

[RUSSL 385 Reading Nabokov (also COM L 385 and ENGL 379) (IV)]

Fall. 4 credits. Not offered 2001-2002. G. Shapiro.

This course offers an exciting trip into the intricate world of Nabokovian fiction. After establishing himself in Europe as a distinguished Russian writer, Nabokov, at the outbreak of WWII, came to the United States where he reestablished himself, this time as an American writer of world renown. In our analysis of the Nabokovian artistic universe, we focus on his Russian corpus of works, from *Mary* (1926) to *The Enchanter* (writ. 1939), all in English translation, and examine the two widely read novels that he wrote in Ithaca while teaching literature at Cornell—*Lolita* (1955) and *Invitation to a Beheading* (1957).]

RUSSL 393 Honors Essay Tutorial

Fall and spring. 8 credits. Must be taken in two consecutive semesters in senior year. Credit for the first semester will be awarded upon completion of second semester. For information, please see Director of Undergraduate Studies.

RUSSL 409 Russian Stylistics

Fall. 4 credits. Also open to graduate students. Prerequisite: 3 years of Russian. S. Senderovich.

This course goes a few steps beyond normative grammar. Provides an introduction to the subtleties of idiomatic Russian on the levels of morphology, syntax, vocabulary, and phraseology. Also provides an introduction to the genres of live colloquial and written language. Students develop writing skills through short assignments and their analyses. Introduces first notions of literary stylistics and their practical application.

[RUSSL 415 Post-Symbolist Russian Poetry (IV)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002; next offered 2003-2004. N. Pollak.

We examine works by three poets in the first quarter of this century: Innokentij Annenskij, the Symbolist whom the Acmeists considered their mentor; Osip Mandelstam, a founding Acmeist; and Boris Pasternak, associated, at least for a time, with the Futurists. Through close readings of their verse and also critical prose and manifestoes, we attempt to determine some of the general features that link poets of such diverse orientations in the years following the crisis of Symbolism. We also outline the features that distinguish them as representative of their respective movements.]

[RUSSL 425 Vladimir Nabokov vs. Jean-Paul Sartre (also COM L 445) (IV)]

Spring. 4 credits. Not offered 2001-2002; next offered 2003-2004. S. Senderovich.

Jean-Paul Sartre reviewed Nabokov's *Despair* in 1938. Ten years later Nabokov returned the favor in his review of the English translation of Sartre's *La Nausée*. The apparent tension between the two celebrated men of European letters of the twentieth century allows us to look at the works of both through the eyes of the other, to go into the problems of Existentialist philosophy, into Nabokov's brand of it, and into responses to Sartre in Nabokov's works. The latter gives an excellent yet unexplored approach to the poetic world

of Vladimir Nabokov. Nabokov's major response to Sartre occurred in the novel *Invitation to a Beheading* written in Ithaca and largely about Cornell.]

[RUSSL 427 Russian Formalism (also COM L 427) (IV)]

Fall. 4 credits. Not offered 2001–2002. N. Pollak.]

[RUSSL 430 Practice in Translation (IV)]

Spring. 4 credits. Prerequisites: proficiency in Russian or approval of instructors. Not offered 2001–2002; next offered 2002–2003. W. Browne and S. Senderovich.

A practical workshop in translation: documents, scholarly papers, literary works (prose and poetry). Translation mostly from Russian to English, partly from English to Russian. Attention is paid to problems and development of skills.]

[RUSSL 431 Contemporary Russian Prose (IV)]

Spring. 4 credits. Prerequisites: RUSSL 301–302 or 303–304, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. Graduate students may audit the course. Not offered 2001–2002. Staff.]

[RUSSL 432 Pushkin # (IV)]

Spring. 4 credits. Prerequisites: RUSSL 202 or equivalent, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. S. Senderovich.

Reading in the original language and discussion of selected works by Pushkin: lyrics, narrative poems, and *Eugene Onegin*.

[RUSSL 441 Bakhtin as Reader (also RUSSL 641, COM L 641) (IV)]

Spring. 4 credits. Open to undergraduates with permission of instructor. Not offered 2001–2002. P. Carden.]

[RUSSL 460 Short Works of Tolstoy and Dostoevsky # (IV)]

Spring. 4 credits. Not offered 2001–2002. Staff.

Readings in Russian and in translation. Open to graduate students.]

[RUSSL 491 Reading Course: Russian Literature in the Original Language]

Fall or spring. 1 credit each term.

Prerequisite: permission of instructor. Staff.

This course is to be taken in conjunction with any Russian literature course at the advanced level. Students receive one credit for reading and discussing works in Russian in addition to their normal course work.

[RUSSL 492 Supervised Reading in Russian Literature]

Fall or spring. 1–4 credits each term.

Prerequisite: permission of instructor.

Independent study. Students must find an adviser and submit a plan before signing up. Staff.

[RUSSL 499 The Avant-Garde in Russian Literature and the Arts (IV)]

Open to any student who has completed a second-year course in Russian, or who has equivalent reading skills in Russian. May be used in satisfaction of the 12 hours of reading required for the Russian major. Not offered 2001–2002. P. Carden.

The first decade of the twentieth century was perhaps the richest period ever in Russian literature and the arts. It began with the

brilliant experimentation in poetry and prose of Andrei Bely, Blok, Remizov, and others. It continued with the breakthroughs in painting and sculpture of Malevich, Goncharova, Tatlin, etc. In the second decade the rambunctious Futurists take over in literature and establish a compact with theater and the visual arts in which all the art forms break down the barriers to produce a new kind of art. During this period Russian artists in every medium were on the cutting edge of the European art scene. After the Revolution Russian artists and writers of the avant-garde continued their dominance for a time, now including the developing medium of film.

In this course we read representative Russian texts by the major authors of the period and we also investigate developments in the theater and visual arts.]

Graduate Seminars

[RUSSL 611 Supervised Reading and Research]

Fall or spring. 2–4 credits. Prerequisite: permission of the department. Staff.

Related Languages

Czech

[CZECH 300 Directed Studies]

Fall or spring. 1–4 credits variable.

Prerequisite: permission of instructor.

Times arranged with instructor.

W. Browne.

Taught on a specialized basis to address particular student needs.

Hungarian

[HUNGR 300 Directed Studies]

Fall or spring. 1–4 credits variable.

Prerequisite: permission of instructor.

W. Browne.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

[HUNGR 427 Structure of Hungarian (also LING 427) (III)]

Fall. 4 credits. Prerequisite: LING 101 or equivalent. Offered alternate years. Not offered 2001–2002. W. Browne.

For description, see LING 427.]

Polish

[POLSH 131–132 Elementary Polish]

131, fall; 132, spring. 3 credits each term.

Prerequisite: for POLSH 132, POLSH 131 or equivalent. This language series (131–132) is not sufficient to satisfy the language requirement. Offered alternate years. Not offered 2001–2002. W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing.]

[POLSH 133–134 Continuing Polish]

133, fall; 134, spring. 3 credits each term.

POLSH 134 satisfies language qualification. Prerequisites: for POLSH 133, POLSH 132 or equivalent; for POLSH 134, POLSH 133 or equivalent. Satisfactory completion of POLSH 134 fulfills the qualification portion of the language requirement. Offered alternate years. W. Browne.

An intermediate conversation and reading course.

[POLSH 300 Directed Studies]

Fall or spring. 1 credit. Prerequisite: permission of instructor. Times arranged with instructor. W. Browne.

Taught on a specialized basis to address particular student needs.

Serbo-Croatian

[SEBCR 131–132 Elementary Serbo-Croatian]

131, fall; 132, spring. 3 credits each term.

Prerequisite for SERBO 132: SERBO 131 or equivalent. This language series (131–132) is not sufficient to satisfy the language requirement. Offered alternate years.

W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing. Includes Bosnian.

[SEBCR 133–134 Continuing Serbo-Croatian]

133, fall; 134, spring. 3 credits each term.

SEBCR 134 satisfies language qualification. Prerequisites: for SERBO 133, SERBO 132 or equivalent; for SERBO 134, SERBO 133 or equivalent. Satisfactory completion of SERBO 134 fulfills the qualification portion of the language requirement.

Offered alternate years. Not offered 2001–2002. W. Browne.

An intermediate conversation and reading course.]

[SEBCR 300 Directed Studies]

Fall or spring. 1–4 credits variable.

Prerequisite: permission of instructor.

W. Browne.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

Ukrainian

[UKRAN 300 Directed Studies]

Fall or spring. 1 credit. Prerequisite:

permission of instructor. Times arranged with instructor. W. Browne.

Taught on a specialized basis to address particular student needs.

SANSKRIT

See Asian Studies.

SERBO-CROATIAN

See Department of Russian.

SCIENCE & TECHNOLOGY STUDIES

T. J. Pinch, chair; R. N. Boyd, P. R. Dear, M. A. Dennis, S. H. Hilgartner, R. Kline, B. V. Lewenstein, M. Lynch, H. Miale, A. G. Power, J. V. Reppy, M. W. Rossiter. Emeritus: W. R. Lynn, L. P. Williams. Adjunct faculty: J. J. Brumberg, R. W. Miller, H. Shue, Z. Warhaft

In today's world, issues at the intersection of the technical and the social arise continually in all aspects of life. Whether one looks at the role of computers in society, the history of evolutionary theory, the challenges of environmental controversies, the ethical dilemmas of biomedicine, or the military applications of scientific research, science and technology profoundly affect our lives—often in ways that we scarcely understand or only dimly perceive. The field of science and technology studies uses tools from the history, philosophy, sociology, and politics of science and technology to examine science and technology in their social and cultural context and to explore their political and policy implications. Systematic, integrated study of the origins and impacts of science and technology provides an understanding of the interactions among science, technology, and society and yields invaluable insights into the nature of the modern world.

The Science & Technology Studies Major

The major in Science & Technology Studies offers students wishing to pursue careers in such fields as law, public policy, health care, journalism, or management an opportunity to develop a full appreciation of the place of science and technology in society. The curriculum provides a strong foundation in the historical, social, political, and ethical aspects of science and technology and prepares students to participate effectively in policy debates and decision making. S&TS courses are organized into three areas: history, philosophy, and social studies of science and technology.

Themes of the Major

Students in the S&TS major develop a program individually tailored to their particular interests. To give their coursework a coherent focus, students select a theme that draws together a group of related courses. Possible themes include:

1. *Science, Technology, and Public Policy.* Many of the most important policy issues of our time involve science and technology. This theme offers students an opportunity to gain a deep appreciation of the problems this situation raises in democratic societies. Through courses that survey the place of science in American politics and courses that focus on such substantive issues as national technology policy or the politics of genetic engineering, this theme explores the tensions between expertise and democracy, the uses of scientific knowledge in making and legitimating policy, social movements that question technology and science, and contemporary debates over economics, innovation, and technology policy.
2. *Technology, Culture, and Society.* Students interested in this theme may examine the connections between technology and society by studying the manifold ways in

which social groups (scientists, engineers, inventors, corporations, government agencies, and consumers) interact to construct technological artifacts and systems, and how the use of these artifacts and systems is related to social and cultural change. Areas of particular interest are: computers and society, the military and technological change, gender and technology, genomics and society, and telecommunication policy.

3. *Environment, Science, and Society.* By focusing on the relationship between scientific knowledge and political power, this theme offers unique insights into the making and implementation of environmental policy. Courses are available on such topics as American environmental politics, international environmental policy, science and the law, the history of agricultural science, and environmental communication. Students explore the causes and consequences of environmental controversies, the nature of risk and uncertainty in environmental issues, the roles of experts and the public in environmental decisions, and the challenges of global environmental policy.
4. *History and Philosophy of Science and Technology.* This theme provides students an appreciation of science and technology in historical perspective and an understanding of the philosophical problems posed by scientific knowledge. Courses available range from broad surveys to intensive studies of focused subjects. Students in this theme address such topics as the emergence of modern science; gender and science; the goal of achieving valid knowledge and the philosophical and institutional problems that this entails; the issues for history and philosophy of science raised by the new sociology of scientific knowledge; the relationship between knowledge, technology, and ethics; and the impact of major institutions—such as religion, medicine, the military, and the modern consumer economy—on the development of the sciences.

Beyond the four themes described above, S&TS majors may also create their own themes, carefully tailored to their particular interests. Examples might include "Computers, Innovation, and Society" or "Science, Technology, and Globalization."

Admission to the Major

Students intending to major in Science & Technology Studies should submit an application during their sophomore year. Juniors are considered on a case-by-case basis. The application includes (1) a one-page statement explaining the student's intellectual interests and why the major is consistent with the student's academic interests and goals; (2) the theme the student wishes to pursue in the major; (3) a tentative plan of courses fulfilling S&TS requirements; and (4) an up-to-date transcript of work completed at Cornell University (and elsewhere, if applicable).

Acceptance into the major requires completion of the following prerequisites:

- (a) two introductory courses in history, philosophy, sociology, government, anthropology, or other courses listed in the social sciences/history (Group III)

requirement of the College of Arts & Sciences;

- (b) the physical or biological science (Group I) requirement of the College of Arts & Sciences;
- (c) mathematics or computer science courses in fulfillment of the Arts College Group II distribution requirement. These courses cannot be used to fulfill the core or other course requirements for the major and must be taken for a letter grade. Sophomores in the process of completing these prerequisites may be admitted to the major on a *provisional* basis. Further information and application materials are available at 275 Clark Hall (255-6047).

Requirements

S&TS majors must complete the following requirements:

Note: All courses used to fulfill major requirements must be taken for a letter grade.

1. Core courses: one course in each of the following groups (a-c).
 - (a) History of Science and Technology: S&TS 233 (Agriculture, History, and Society), S&TS 250 (Technology in Society), S&TS 281 (Science in Western Civilization), S&TS 282 (Science in Western Civilization), or S&TS 283 (The Sciences in the Twentieth Century); and
 - (b) Philosophy of Science: S&TS 381 (Philosophy of Science: Knowledge and Objectivity), or S&TS 201 (What is Science? An Introduction to Social Studies of Science and Technology); and
 - (c) Social Studies of Science and Technology: S&TS 390 (Science in the American Polity: 1800-1960), S&TS 391 (Science in the American Polity: 1960-now), or S&TS 442 (Sociology of Science).
2. Additional Science and Technology Studies courses: At least 21 credit hours of additional courses in Science and Technology Studies, subject to the following restrictions:
 - (a) Breadth requirement: at least one course beyond the core courses in each of the three areas of concentration (history, philosophy, and social studies of science and technology);
 - (b) Depth requirement: at least two courses in one area beyond the core courses and intended for advanced undergraduates or graduate students.
3. Science Requirement: in addition to the science requirement of the College of Arts and Sciences, Science and Technology Studies majors are required to take an additional two semesters of a natural science or engineering (including computer science). Mathematics sufficient to follow the additional science requirement should be completed before undertaking that requirement. Choice of these courses should be made in consultation with the student's major adviser and should be related to the theme selected by the student.

The Honors Program

The honors program is designed to provide independent research opportunities for academically talented S&TS majors. Students who enroll in the honors program are expected to do independent study and research, with faculty guidance, on issues in science and technology studies. Students who participate in the program should find the experience intellectually stimulating and rewarding whether or not they intend to pursue a research career. S&TS majors are considered for entry into the honors program at the end of the second semester of their junior year. To qualify for the S&TS honors program, students must have an overall Cornell cumulative grade point average of at least 3.00 and a 3.30 cumulative grade point average in courses taken for the major. Additionally, the student must have formulated a research topic, and have found a project supervisor and a second faculty member willing to serve as the advisers. More information on the honors program is available from the S&TS undergraduate office at 275 Clark Hall (255-6047).

The Biology & Society Major

The Department of Science & Technology Studies also offers the Biology & Society major, which includes faculty from throughout the university. The Biology & Society major is designed for students who wish to combine the study of biology with exposure to perspectives from the social sciences and humanities. In addition to providing a foundation in biology, biology and society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The Biology & Society major is offered to students enrolled in the College of Arts and Sciences, the College of Human Ecology, and the College of Agriculture and Life Sciences. The major is coordinated for students in all colleges through the Biology & Society Office. Students can get information, specific course requirements, and application procedures for the major from the office in 275 Clark Hall, 255-6047.

A full description of the Biology & Society major can be found in the Courses of Study section entitled Special Programs and Interdisciplinary Studies.

The Concentration in Science & Technology Studies

T. J. Pinch, chair; R. N. Boyd, P. R. Dear, M. A. Dennis, S. H. Hilgartner, R. Kline, B. V. Lewenstein, M. Lynch, H. Miale, A. G. Power, J. V. Reppy, M. W. Rossiter. Emeritus: W. R. Lynn, J. P. Williams. Adjunct faculty: J. J. Brumberg, R. W. Miller, H. Shue, Z. Warhaft

The concentration (or minor) in Science & Technology Studies (S&TS) is designed for students who wish to engage in a systematic, interdisciplinary exploration of the role of science and technology in modern societies. The concentration is intended for students with varied academic interests and career goals. Majors in the natural sciences and engineering have an opportunity to explore the social, political, and ethical implications of their selected fields of specialization, while students majoring in the humanities and social

sciences have a chance to study the processes, products, and impacts of science and technology from multiple disciplinary perspectives.

The S&TS concentration permits students to develop an individualized program of study closely related to their major field. For example, students might use the S&TS concentration to focus on such topics as computers and society; gender and technology; science and law; biotechnology; science and politics; and environmental policy. By choosing courses in S&TS that fit their particular goals, students can tailor the concentration to provide breadth and depth in areas of special interest.

S&TS courses are organized into three areas: history, philosophy, and social studies of science and technology. To satisfy the requirements for the S&TS concentration, students must complete with a letter grade a minimum of four courses selected from the course offerings listed for the major. At least one course should be chosen from the list of core courses. The remaining three courses should be chosen in consultation with an S&TS faculty adviser and must be drawn from at least two of the three areas. Interested students may obtain further information about courses by contacting the S&TS undergraduate office, 275 Clark Hall (255-6042).

Course Offerings

Introductory Course
History
Philosophy
Social Studies of Science
Independent Study

Introductory Course

S&TS 101 Science and Technology in the Public Arena (III)

Fall. 3 credits. J. Reppy.

An introduction to public policy issues arising from developments in science and technology. We study such topics as the politics of expertise, the effect of technical change on workers, and the management of risk. The emphasis is on understanding the way issues are framed and policy produced. We analyze selected cases, such as DNA fingerprinting, encryption on the internet, gendered design in automobiles, outbreaks of rare diseases, and nuclear waste disposal.

History

[S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology (III)]

Fall. 3 credits. Not offered 2001-2002. M. W. Rossiter.

This course surveys the major themes in the development of agriculture and agribusiness in the United States in the nineteenth and twentieth centuries. These include particular individuals (such as Liberty Hyde Bailey, Luther Burbank, G. W. Carver, Henry A. Wallace, and Norman Borlaug), the rise of government support and institutions (including U.S.D.A. and Cornell), noteworthy events (the Dust Bowl, World War II, and the environmental movement), and the achievements of the recent Green and "Gene" Revolutions.]

S&TS 250 Technology in Society (also ECE 250 and HIST 250) (III)

Fall. 3 credits. R. R. Kline.

For description, see ENGRG 250.

S&TS 281 Science in Western Civilization (also HIST 281) # (III)

Fall. 4 credits. P. R. Dear.

For description, see HIST 281.

S&TS 282 Science in Western Civilization (also HIST 282) # (III)

Spring. 4 credits. P. R. Dear.

For description, see HIST 282.

[S&TS 283 The Sciences in the Twentieth-Century (also HIST 280) (III)]

Spring. 4 credits. Not offered 2001-2002. M. Dennis.

Science emerged as a powerful source of social, economic, and political power during the twentieth century. Through an examination of the development of the sciences—physical and biomedical—during the twentieth century students learn about the reciprocal relations between science and society. Topics covered may include: the rise and development of quantum mechanics; the emergence of Big Science; the history of the sciences in totalitarian nations, especially the former Soviet Union, Nazi Germany, and Communist China; the evolutionary synthesis; the rise and fall of molecular biology; the multiple forms of eugenics; the transformation of the social sciences; the role of new technologies in scientific change, especially computer and communication technology; the growth of science as a profession; and the development of science in non-western cultures.]

S&TS 287 Evolution (also BIOEE 207 and HIST 287) (I or III)

Fall. 4 credits. W. Provine.

For description, see BIOEE 207.

S&TS 292 Inventing an Information Society (also ECE 298 and ENGR 298 and HIST 292) (III)

Spring. 3 credits. R. R. Kline.

For description, see ENGRG 298.

S&TS 355 Computers: From Babbage to Gates (III)

Fall. 4 credits. M. Dennis.

Computers have not always been the ubiquitous beige boxes gracing our desktops: in Victorian London, Charles Babbage attempted to build his analytical engine using brass gears and steel rods; and during World War II the Allied governments used sophisticated electro-mechanical and electronic "brains" to break Axis codes. Machines that once occupied entire rooms now travel in knapsacks. How did this technology, once considered esoteric and useful to only technical specialists, colonize industry, academia, the military, the federal government, and the home? Using primary historical materials, including novels, films, archival documents, and other texts we follow computers from Babbage's Victorian dream of an analytical engine to the visions of contemporary moguls like Bill Gates whose goal is "information at your fingertips." We explore not only how computer technology affects society, but how culture and politics enable and sustain the development of the machine. This is a course in the history and sociology of computers; a background in computer science is not required. (No technical knowledge of computer use is presumed or required.)

[S&TS 433 International History of Science (III)]

Spring. 4 credits. Not offered 2001-2002.
M. W. Rossiter.

A survey of the major scientific events and institutions in several foreign nations, including developing countries. The course covers the period 1660 to the present and gives some attention to who in each country becomes a scientist, who rises to the top, and who emigrates. Weekly readings and a research paper.]

[S&TS 444 Historical Issues of Gender and Science (also WOMNS 444) (III)]

Spring. 4 credits. Open to sophomores.
M. W. Rossiter.

One-semester survey of women's role in science and engineering from antiquity to the 1980s, with special emphasis on the United States in the twentieth century. Readings include biographies and autobiographies of prominent women scientists, educational writings and other primary sources, and recent historical and sociological studies. By the end of the semester, we shall have attained a broad view of the problems that have faced women entering science and those that still remain.

[S&TS 447 Seminar in the History of Biology (also B&SOC 447, HIST 415, and BIOEE 467) (I or III)]

Fall and summer. 4 credits. Limited to 18 students. S-U grades optional.
W. B. Provine.

For description, see BIOEE 467.

[S&TS 473 Knowledge and Politics in Seventeenth Century England (also HIST 471) (III)]

Spring. 4 credits. Limited to 15 students.
P. Dear and R. Weil.

England in the 17th century was a revolutionary ferment of political, religious, and philosophical conflict. This course examines the conflicts and arguments, and the means explored for their apparent resolution. These affected ideas of God and worship, the meanings of gender, conceptions of the natural world and its scientific appropriation, and the legitimacy and proper form of political power. The course focuses on the close study of primary source readings by many of the principal players in all these areas, including Francis Bacon, Thomas Hobbes, the Duchess of Newcastle, and John Locke.

[S&TS 487 Seminar in the History of the Environment (III)]

Spring. 4 credits. Next offered spring 2003.
M. W. Rossiter.

This course is a one-semester survey of the general topic of the history of the environmental sciences, broadly defined, but mostly in the United States. Depending on the interests of the students, its topics may include clean water, clean air, the great outdoors, environmental disasters, and wildlife.]

[S&TS 525 Seminar in the History of Technology (also HIST 525)]

Spring. 4 credits. R. R. Kline.

An exploration of the history of technology in Europe and the United States from the eighteenth century to the present. Typical topics include the industrial revolution in Britain, the emergence of engineering as a profession, military support of technological change, labor and technology, the "incorporation" of science and engineering, technological utopias, cultural myths of engineers and

inventors, social aspects of urbanization in the city and on the farm, post-war consumerism, and gender and technology. The interests of students and recent literature in the field are considered in selecting the topics for the seminar.

[S&TS 616 Enlightened Science (also HIST 616)]

Fall. 4 credits. Limited to graduate students. Not offered 2001-2002.

P. R. Dear and M. Dennis.

For description, see HIST 616.]

[S&TS 644 Topics in the History of Women in Science (also WOMNS 644)]

Spring. 4 credits. Not offered 2001-2002.
M. W. Rossiter.

This is a one-semester graduate seminar on selected topics in the history of women and gender in science and technology, covering mostly the U.S. in the 20th century but broadly defined to include earlier periods and other countries. It seeks to acquaint advanced students with some of the best recent literature on this topic and to identify and explore possible new topics. Weekly readings and a research paper.]

[S&TS 680 Seminar in Historiographical Approaches to Sciences (also HIST 680)]

Fall. 4 credits. Not offered 2001-2002.

P. R. Dear.

For description, see HIST 680.]

[S&TS 682 Topics in the Scientific Revolution (also HIST 682)]

Fall. 4 credits. Not offered 2001-2002.

P. R. Dear.

For description, see HIST 682.]

[S&TS 777 Science, Technology, and the Cold War]

Fall. 4 credits. Permission of instructor required for undergraduate students. Next offered fall 2002. M. Dennis.

This graduate seminar examines the historical transformation wrought in the organization and practice of the physical, biomedical, and environmental sciences since 1945. How did military and federal patronage affect the development of the sciences, the organization of the postwar university, and the armed services? Students read contemporary historical materials as well as primary texts to understand the development of particular institutions, technologies, and individuals. In addition to participation in the weekly discussion, each student prepares a research paper for presentation to the seminar.]

Philosophy**[S&TS 201 What is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210) (III)]**

Spring. 3 credits. T. Pinch.

For description, see listing in Social Studies of Science.

[S&TS 205 Ethical Issues in Health and Medicine (also B&SOC 205) (IV)]

Fall. 4 credits. E. Toon.

For description, see B&SOC 205.

[S&TS 206 Ethics and the Environment (also B&SOC 206 and PHIL 246) (IV)]

Spring. 4 credits. N. Sethi.

For description, see B&SOC 206.

[S&TS 286 Science and Human Nature (also PHIL 286) (IV)]

Spring. 4 credits. R. N. Boyd.
For description, see PHIL 286.

[S&TS 381 Philosophy of Science: Knowledge and Objectivity (also PHIL 381) (IV)]

Fall. 4 credits. R. N. Boyd.
For description, see PHIL 381.

[S&TS 681 Philosophy of Science (also PHIL 681)]

Spring. 4 credits. Not offered 2001-2002.
R. N. Boyd.
For description, see PHIL 681.]

Social Studies of Science**[S&TS 201 What is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210) (III)]**

Spring. 3 credits. T. Pinch.
This course allows both science and nonscience majors to reflect a little on the nature of science and technology as activities. Why is science so successful? Has it always been that way? How different is science from other activities? How does a new invention come about?

In order to understand better what science is we look at what it is not. We also look at episodes of mainstream science along side science from science fiction. Throughout, we look at the infrastructure of science and technology—the bits that scientists, engineers, and their textbooks take for granted. No particular science or arts requirements are needed for this course. The materials are chosen so as to be understandable by all. We will use a variety of media, including still images, video, and computer simulations.

[S&TS 285 Communication in the Life Sciences (also COMM 285) (III)]

Spring. 3 credits. Staff.
For description, see COMM 285.

[S&TS 311 Sociology of Medicine (III)]

Spring. 4 credits. E. Toon.
This course provides an introduction to the ways in which medical practice, biomedical technology, and the medical profession are embedded in society and shaped by social phenomena. Accountability to patients and the public, and struggles over the control of medical practice in a world where medicine is connected to gender, class, race, and personal autonomy are important overarching themes. We examine the structure of the medical profession; medical training and professional socialization; the social organization of the hospital; and doctor-patient interactions. The course also explores how biomedical knowledge and technology get produced, assessed, and introduced into clinical practice. Topics may include the intensive care unit, the training of surgeons, the regulation of pharmaceuticals, AIDS and breast cancer activism, genetic testing, and priority setting in biomedical science.

[S&TS 324 Environment and Society (also R SOC 324 and SOC 324) (III)]

Spring. 3 credits. L. Glenna.
For description, see R SOC 324.

[S&TS 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also GOVT 305, AM ST 350) (III)]

Spring. 4 credits. Not offered 2001–2002.
M. Dennis.

This course explicates the development of atomic weapons from early twentieth-century ruminations about super bombs in science fiction through the Manhattan Project, the postwar development of thermonuclear weapons and civil defense, and more recent plans for strategic defense. Our focus expands to cover the lives of researchers at such institutions as Los Alamos during and after World War II as well as discussions of national politics. Other topics include the Nazi effort to develop an atomic bomb, the role of technical espionage during and after World War II, and the problems posed by the classification of technical knowledge. We seek to understand how the bomb became part of American culture through the use of literature and film, as well as readings in primary historical documents and secondary analyses. In addition to class meetings, there is also a required screening session. Films generally last less than two hours, but some are longer. Viewing the movies is an essential part of the course.]

[S&TS 352 Science Writing for the Mass Media (also COMM 352) (III)]

Fall. 3 credits. B. Lewenstein.
For description, see COMM 352.

[S&TS 353 Knowledge and Society (also SOC 353) (III)]

Spring. 3 credits. C. Leuenberger.
For description, see SOC 353.

[S&TS 360 Ethical Issues in Engineering (also ENGR 360) (III)]

Spring. 3 credits. Not offered 2001–2002.
R. Kline.
For description, see ENGR 360.]

[S&TS 390 Science in the American Polity, 1800–1960 (also GOVT 308, AM ST 388) (III)]

Fall. 4 credits. Not offered 2001–2002.
M. Dennis.
How did America become a leading nation in scientific and technical research? This course charts the development of American science from its origins in gentlemanly societies in the early nineteenth century through the development of large-scale federally funded research or Big Science. Particular attention is paid to the importance of government patronage in creating new social and intellectual spaces for research; the importance of medicine and the biomedical disciplines for the development of university-based research; the origins and expansion of research in corporations; and the role of war in the political economy of American science.]

[S&TS 391 Science in the American Polity, 1960–Now (also GOVT 309, AM ST 389) (III)]

Fall. 4 credits. M. Dennis.
This course reviews the changing political relations between science, technology, and the state in America from 1960 to the present. It focuses on the politics of choices involving science and technology in a variety of institutional settings, from Congress to courts and regulatory agencies. The tensions and contradictions between the concepts of science as an autonomous republic and as just another special interest provide the central theme for the course. Topics addressed

include research funding, technological controversies, scientific advice, citizen participation in science policy, and the use of experts in courts.

[S&TS 400 Components and Systems: Engineering in a Social Context (also M&AE 400) (III)]

Spring. 3 credits. Z. Warhaft.
For description, see M&AE 400.

[S&TS 401 Biology and Society: The Social Construction of Life (also B&SOC 301) (III)]

Fall. 4 credits. E. Toon.
For description, see B&SOC 301.

[S&TS 406 Biotechnology and Law (also B&SOC 406) (III)]

Spring. 4 credits. L. Palmer.
Biotechnology, with myriad applications in areas such as medicine and agriculture, is creating many challenges for basic social institutions. This course explores the use and potential abuse of biotechnology in areas such as genetic screening and counseling, reproductive technologies, intentional release of genetically engineered organisms, patents, and ownership of human tissue. Particular attention will be given to evolving legal and management strategies for regulating the applications of biotechnology. Readings are from science, medicine, law, and public policy. Several short written assignments as well as a research paper are required.

[S&TS 407 Law, Science, and Public Values (also GOVT 407 and B&SOC 407) (III)]

Spring. 4 credits. Not offered 2001–2002.
M. Lynch.

This course examines problems that arise at the interface of law and science. These problems include the regulation of novel technology, the role of technical expertise in public decision making, and the control over scientific research. The first part of the course covers basic perspectives in science and technology studies (S&TS) and how they relate to legal decisions and processes. The second part of the course covers a series of examples and legal cases on the role of expert judgments in legal and legislative settings, intellectual property considerations in science and medicine, and legal and political oversight of scientific research. The final part of the course examines social processes and practices in legal institutions, and relates these to specific cases of scientific and technological controversy. Lectures and assignments are designed to acquaint students with relevant ideas about the relationship between legal, political, and scientific institutions, and to encourage independent thought and research about specific problems covered in the course.]

[S&TS 409 From the Phonograph to Techno (also SOC 409) (III)]

Fall. 4 credits. Limited to 15. Permission of the instructor. T. Pinch.

In this seminar, we treat music and sound and the ways they are produced and consumed as socio-cultural phenomena. We specifically investigate the way that music and sounds are related to technology and how such technologies and sounds have been shaped by and have shaped the wider society and culture of which they are a part. We look at the history of sound technologies like the phonograph, the electronic music synthesizer, samplers, and the Sony walkman. Our perspective is drawn from social and cultural studies of

science and technology. Students are encouraged to carry out a small original research project on their own favorite sound technology.

[S&TS 411 Knowledge, Technology, and Property (III)]

Spring. 4 credits. Prerequisites: at least 1 course in science and technology studies.
S. Hilgartner.

Should the human genome be treated as private property or a public resource? How should copyright be managed in the digital environment of the Internet? Is music "sampling" high-tech theft or artistic expression? Does bioprospecting represent an enlightened strategy for preserving biodiversity or a post-colonial means for transferring resources from the developing world to the North? Debate about the nature and scope of intellectual property is an increasingly salient feature of contemporary politics. This course examines the ownership of knowledge and technology, exploring fundamental tensions that intellectual property systems express and incompletely reconcile. Perspectives from science and technology studies, sociology, law, and economics inform the course. Case studies explore the construction of property in contexts ranging from the early history of copyright to the ownership of life forms, airwaves, algorithms, artistic content, electronic databases, and the personal identities of celebrities.

[S&TS 427 Politics of Environmental Protection in America (also GOVT 427) (III)]

Fall. 4 credits. Not offered 2001–2002. Staff.
An introduction to the distinctive feature of environmental protection in America, focusing particularly on the role of law, science, and citizen activism in public policymaking. Readings from law, political science, and policy analysis examine the changing role of expert agencies, courts, public interest groups, Congress, and the states in environmental politics since the late 1960s. Case studies of specific environmental controversies (nuclear power, siting, pesticides, endangered species) are used to explore dominant public conceptions of risk and safety, regulatory costs and benefits, and the goals and instruments of environmental policy.]

[S&TS 438 Minds, Machines, and Intelligence (also COGST 438) (III)]

Spring. 4 credits. Not offered 2001–2002.
H. Miale.

Do machines think? Do they have minds? Are they intelligent? What can humans do that machines cannot do and vice versa? How do humans use machines and how do machines use humans? In this course we focus on how philosophers such as Turing, Searle, and Dreyfus have dealt with these questions. At the same time, however, we are also concerned with trying to rework the themes raised by these thinkers. We do this with an eye toward the work of social scientists who have studied how people and machines interact in specific contexts, as for example, in a plane's cockpit or on the Internet. Topics may also include virtual surgery, speech recognition, and expert systems in medicine.]

[S&TS 442 The Sociology of Science (also CRP 442, B&SOC 342, and SOC 442) (III)]

Fall. 4 credits. T. Pinch.
A view of science less as an autonomous activity than as a social institution. We discuss such issues as controversies in science,

analysis of scientific text, gender, and the social shaping of scientific knowledge.

[S&TS 453 Reflections on Scientific Personae: Visibility and Invisibility of the Body (III)]

Spring. 4 credits. Not offered 2001-2002.
H. Miallet.

Who produces science? Rational, deliberative minds or brilliant, intuitive iconoclasts? Individuals or groups? Geniuses or ordinary practitioners? Human beings or assemblages of instruments? This course explores the question of where scientific intelligence resides. The mythical figure of the lone genius stands in sharp contrast to recent work in the social history and sociology of science that analyzes how scientific knowledge is produced in collectivities that weave together humans and nonhumans. We examine the process through which scientific competencies emerge from, and are incorporated into, "collective bodies" (e.g., Callon and Latour's "actor-networks," or Haraway's "cyborgs"). The tensions between the human and the nonhuman and the individual and the collective run throughout the course and inform our analysis of the place, the role, and the representation of the body—or bodies—of the scientist.]

[S&TS 466 Public Communication of Science and Technology (III)]

Fall. 4 credits. Limited to 15. Not offered 2001-2002. B. Lewenstein.
For description, see COMM 466.]

[S&TS 467 Innovation: Theory and Policy (III)]

Fall. 4 credits. Open to upper-level undergraduates and interested graduate students. Prerequisite: ECON 102 or permission of the instructor. Not offered 2001-2002. J. Reppy.

In this course we study the innovation process (that is, the introduction of new technology into practice) through the critical analysis of selected theories of innovation and supporting empirical evidence. Economic theories are contrasted to the insights found in science and technology studies. The focus is on the context of interests and ideology in which the various theories have been framed and their differing implications for technology policy. Authors covered include Schumpeter, Solow, Scherer, Nelson and Winter, and Bijker and Pinch.]

[S&TS 469 Food, Agriculture, and Society (also B&SOC 469, and BIOEE 469) (I)]

Spring. 3 credits. Not offered 2001-2002.
A. Power.

For description, see BIOEE 469.]

S&TS 483 The Military and New Technology (III)]

Fall. 4 credits. J. Reppy.

For description, see GOVT 483.

[S&TS 490 The Integrity of Scientific Practice (III)]

Fall. 4 credits. Next offered fall 2002.
S. Hilgartner.

Recent scandals over scientific fraud, debates about financial conflicts of interest, disputes about the use of human and animal subjects, and tensions over ownership of data have raised concern about integrity in science. In addition, changes in the American research system—from the emergence of new university-industry relationships to the growth of electronic communication—pose new questions about who owns and controls

research. This course addresses practices that present problems of integrity in research (e.g., fraud, secrecy, commercialization). It also examines how scientific practices affect the structural integrity of science as an institution. Through these complementary concepts of integrity, the course explores the connections between the conduct of science and its cultural authority.]

S&TS 492 Politics and the Public Health (III)]

Spring. 4 credits. E. Toon.

Who is responsible for the public's health? Both now and in the past, the answer to that question has been a source of bitter debate. In the past three centuries, public health has become a contested mix of aims, advocates, and practices: it is simultaneously a field of scientific activity, a vehicle for social reform, and a site of political controversy. This course examines the history of American public health, with an eye to understanding how public health has been defined and how responsibility for the public's health has been apportioned. Course readings and discussions focus on the evolution of this balance of science, reform, and politics in the United States, but include some material on public health in other national and cultural contexts.

[S&TS 493 Economics Meets Science Studies (III)]

Spring. 4 credits. Not offered 2001-2002.
J. Reppy.

This course covers a variety of possible interactions between the disciplines of economics and science and technology studies. Economists (at least some economists) are interested in science and technology as important components in economic growth, while scholars in science studies often appeal to economic motives and institutions to explain behavior in the production of scientific and technological knowledge. We explore ways in which economics can provide new questions and theoretical approaches for science and technology studies. From another perspective, economics, as the most "scientific" of the social sciences, is itself a subject for study. Internal critiques by economists are compared to external analyses in the science studies literature. Readings include works on the epistemology and us of economic analysis in the science studies literature.]

[S&TS 532 Inside Technology: The Social Construction of Technology (also SOC 532)]

Spring. 4 credits. Next offered spring 2003.
T. J. Pinch.

Rather than analyze the social impact of technology on society, in this course we investigate how society gets inside technology. In other words, is it possible that the very design of technologies embody assumptions about the nature of society? And, if so, are alternative technologies possible which embody different assumptions about society? Do engineers have implicit theories about society? Is technology gendered? How can we understand the interaction of society and technology? Throughout the course the arguments are illustrated by detailed examinations of particular technologies, such as the ballistic missile, the bicycle, the electric car, and the refrigerator.]

[S&TS 625 Visualization and Discourse in Science]

Fall. 4 credits. Not offered 2001-2002.
M. Lynch.

This seminar covers two interrelated areas of science and technology studies: visualization and discourse. Visualization refers to the practices and technologies through which scientists and designers develop images, graphs, models, and other representations. Discourse refers, broadly, to practical uses of language. In the context of this course, discourse and visualization are treated as important aspects of the production of scientific data and technological artifacts. The course focuses mainly on historical and ethnographic studies that pay close attention to the material practices and linguistic repertoires through which scientific and technological innovations are made visible, palpable, and intersubjectively accountable.]

[S&TS 631 Qualitative Research Methods for Studying Science (also SOC 631)]

Fall. 4 credits. Not offered 2001-2002.
P. R. Dear.

Much has been learned about the nature of science by sociologists and anthropologists donning lab coats and studying scientists in action. In this course we look at the methods used in this new wave of science studies. We examine what can be learned by interviewing scientists, from videos, and from detailed examinations of scientific texts. Students gain hands-on experience by conducting a mini-project in which they investigate some aspect of scientific culture.]

S&TS 645 Genetics: Politics and Society In Comparative Perspective (also GOVT 634)]

Spring. 4 credits. Limited to seniors and graduate students. S. Hilgartner.

Contemporary genetics and biotechnology are highly controversial, creating high hopes for some and deep anxieties for others. This course traces the conflicts and power struggles over genetic engineering, using it as a case to examine some crucial issues in the relationships among science, technology, and politics. In particular, the course focuses on three themes—the politics of property, the politics of identity, and the politics of risk—as they pertain to genetics. Topics may include the social shaping of biological research; eugenics and genetics; genetics and medicine; the regulation of risks; the growth of commercial biotechnology; university-industry relationships; Green parties and social movements; North-South issues and biotechnology; the Human Genome Project; intellectual property and patenting genes; and the debate over human cloning.

[S&TS 664 Constructionism In Social Science]

Spring. 4 credits. Next offered spring 2003.
M. Lynch.

Constructionist approaches have become commonplace in many fields of social and cultural study. The very words 'social construction' often provoke heated arguments, but exactly what these words mean or imply is seldom made clear. This course examines philosophical arguments, counterarguments, and empirical case studies associated with constructionism. The main focus is on constructionist approaches in the sociology of knowledge and science and technology studies, but other variants in sociology, psychology, and the humanities are also discussed. The aim is to develop a critical understanding of the arguments, narratives, and concepts that inform and identify these approaches.]

S&TS 700 Special Topic 1: Science Studies and the Politics of Science

Fall. 4 credits. Prerequisites: S&TS 711 or permission of the instructor. Not offered 2001–2002.

Theoretical developments in science and technology studies have called attention to the contingent and socially embedded character of both knowledge claims and technological systems. Drawing on literature from several disciplines, this seminar explores the consequences of these findings for social and political studies of science. Issues and problems considered include trust and skepticism, political and legal agency, reflexive institutions, relativism and social action, science and norms, and the co-production of knowledge and social order.]

S&TS 700 Special Topic 2: Technology Transfer Issues

Spring. 4 credits. J. Reppy.

The goal of this course is to develop a coherent analytical framework for analyzing technology transfer, using insights from economics, sociology, history, and science and technology studies and to employ that framework to evaluate current policy issues. We study the process of technology transfer in different contexts, ranging from intra-firm and intra-industry to technology transfer between civil and military sectors, and between industrialized countries and LDCs. The readings will include a mix of theoretical writings and case studies.

S&TS 700 Special Topic 3: Issues in the Social and Cultural History of Technology (also HIST 700)

Fall. 4 credits. R. Kline.

This seminar focuses on different issues in the social and cultural history of technology. Students discuss readings in the first half of the course, then give presentations on their research papers. The topic for fall 2001 is Gender and Technology. We critique how scholars have examined this issue in the past decade.

S&TS 711 Introduction to Science and Technology Studies (also HIST 711)

Fall. 4 credits. P. R. Dear.

This introductory course provides students with a foundation in the field of science and technology studies. Using classic works as well as contemporary exemplars, seminar participants chart the terrain of this new field. Topics for discussion include, but are not limited to: historiography of science and technology and their relation to social studies of science and technology; laboratory studies; intellectual properties; science and the state; the role of instruments; fieldwork; politics and technical knowledge; philosophy of science; sociological studies of science and technology; and popularization.

Independent Study**S&TS 399 Undergraduate Independent Study**

Fall or spring. 1–4 credits. No more than 8 hours total of independent study (not including honors) can count toward the S&TS major.

More information and applications are available in 275 Clark Hall.

S&TS 498–499 Honors Project I & II

Fall and spring. 3–5 credits each term.

Open only to Science & Technology Studies students in their senior year by permission of the department. Applications and information available in 275 Clark Hall.

Students who are admitted to the honors program are required to complete two semesters of honors project research, and to write an honors thesis. The project must include substantial research and the completed work should be of wider scope and greater originality than is normal for an upper-level course.

Students may take three to five credits per semester up to a maximum of eight credits in S&TS 498 & 499, Honors Projects I & II. Students should note that these courses are to be taken in addition to those courses that meet the regular major requirements. S&TS 498 includes the fall Honors Seminar. The student and the project supervisor must reach clear agreement at the outset as to what sort of work will need to be completed during the first semester. Minimally, an honors thesis outline and bibliography should be accomplished. At the end of S&TS 498, Honors Project I, a letter grade is assigned and the advisers, in consultation with the Director of Undergraduate Studies, evaluate whether or not the student should continue working on an honors project. S&TS students who do continue in the honors program for the second semester receive a letter grade at the end of their final term whether or not they complete a thesis and whether or not they are recommended for honors.

S&TS 699 Graduate Independent Study

Fall or spring. 2–4 credits.

Applications and information are available in 275 Clark Hall.

SINHALA (SINHALESE)

See Department of Asian Studies.

SOCIOLOGY

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Sociology is the study of human social organization, institutions, and groups. The Department of Sociology offers courses in a number of key areas, including: comparative sociology, culture, economy and society, family and the life course, political behavior and public policy, organizations, rational choice, social inequality, social psychology and group processes, social and political movements, and social networks. A particular emphasis of the department is the linkage of sociological theory to issues of public concern such as ethnic conflict, drugs, poverty, and gender and race segregation. Interests of faculty members range from the study of interaction in small groups to the study of economic and social change in a number of different countries. The department offers the

opportunity for students to develop fundamental theoretical insight and understanding as well as advanced research skills in quantitative and qualitative methods. Graduates of the department take up careers in university, government, and business settings, and enter professions such as law, management, urban policy, and others that seek men and women who demonstrate a disciplined understanding of society and complex social issues.

Sociology Courses for Nonmajors

Sociology provides students with particularly effective ways to understand the complexities of modern life. For many students, the undergraduate years are a last opportunity to gain the insights these fields have to offer. The Department of Sociology is continuing to design an array of beginning and advanced courses that convey a broad understanding of the methods and insights of sociological analysis—courses that will be of particular interest to undergraduates who may not major in sociology. First- and second-year students should note that the introductory courses (101, 103, 105, 108, 115, and 165) focus on the sociological analysis of major issues of public life, and that a wide selection of general education courses is available at the 200 level. Advanced undergraduates who are majors in other fields should also see, in particular, descriptions of the 300- and 400-level courses, for which there are no prerequisites other than junior or senior status.

Related Courses in Other Departments

Students interested in sociology should consult the course lists of the other social science departments in the College of Arts and Sciences (including Anthropology, Economics, Government, and Psychology) and of the following departments in other colleges: Organizational Behavior (College of Industrial and Labor Relations), Human Development (College of Human Ecology), and Rural Sociology (College of Agriculture and Life Sciences).

The Sociology Major

The Department of Sociology is one of the social science departments at Cornell with the highest national ranking. Faculty members are internationally recognized for their scholarly work, and have received numerous awards, research fellowships, and research grants.

The sixteen or so professors who are currently in the department are dedicated to scholarly inquiry that is both methodologically rigorous and theoretically innovative. The breadth of their substantive interests and the variety of their methodological styles are well demonstrated in the different fields that are represented within the department. These include: comparative societal analysis, culture, deviance and social control, education, economic sociology, family, gender, inequality, social networks, organizations, political sociology, public policy, race and ethnic relations, religion, science and technology, social movements, and social psychology.

Career Opportunities for Graduates

An undergraduate degree in sociology is one of the most popular degrees with employers. After engineering and computer science, sociology is the most able to place graduates into jobs immediately after completing their Bachelor's Degree. This is not altogether surprising, since sociology can lead to a rewarding career in any of the following fields:

- **government:** urban/regional planning, affirmative action, foreign service, human rights management, personnel management
- **research:** social research, consumer research, data analysis, market research, survey research, census analysis, systems analysis
- **criminal justice:** corrections, criminology assistance, police work, rehabilitation counseling, criminal investigation, parole management
- **teaching:** public health education, school admissions, college placement
- **community affairs:** occupational counseling, career counseling, public health administration, hospital administration, public administration, social assistance advocacy, fund-raising, community organizing, social work
- **business:** advertising, sales, project management, sales representation, market analysis, real estate management, journalism, public relations, insurance, human resource management, production management, labor relations, quality control management

A large number of our majors also go onto graduate school and obtain advanced (i.e., Master's and Ph.D.) degrees in such varied fields as sociology, political science, philosophy, economics, and psychology. Many also complete professional degrees in education, law, social work, and business administration.

Requirements for the Major

In addition to the academic requirements established by the College of Arts and Sciences, you must also fulfill requirements towards a specified major. There are 10 courses required in the sociology major. All courses towards the major must be taken for a letter grade and students must maintain at least a 2.0 grade point average while enrolled in the major. The 10 courses required for the major are divided into the following categories:

- Sociology 101
- one additional introductory-level course in sociology (at the 100- or 200-level)
- two research methods courses (SOC 301 and 303)
- one advanced-level sociology course (400-level or higher)
- five additional (i.e., elective) courses in sociology

Declaring the Sociology Major

If you are a student in the College of Arts and Sciences and wish to declare a major in sociology, it is in your best interest to do so as soon as possible. If you are *not* currently in the College of Arts and Sciences, you need to

be admitted to A&S *before* you can declare. In order to declare the sociology major, you need to take the following steps:

- Obtain a **campus copy** of your transcript from Day Hall and bring it to the department office (311 Uris Hall).
- Make an appointment for advising with the Undergraduate Coordinator, Heather Gowe, or visit her during her office hours (in 311 Uris Hall). During your meeting with her, you will fill out a major declaration form.
- Leave this form and your transcript with the Undergraduate Coordinator. Your declaration will be reviewed by the Director of Undergraduate Studies, Szonja Szelényi, and sent on to the College of Arts and Sciences for official notification that you have declared a major. Please allow two weeks for your declaration to be approved and entered into the campus computer.

A student file will be set up to maintain your records in the department. Once you are officially recognized as a major in sociology, the Sociology Department will receive a copy of your transcript at the end of each semester, which will be kept in your student file at 311 Uris Hall. Your records will be maintained until five years after you graduate.

Academic Advising in Sociology

As a student at Cornell, you are ultimately responsible for the policies, procedures, and requirements regarding your degree as stated in the current *Courses of Study*. After reading this document, you may find that you are still confused or unclear about some of the requirements, and you may have questions and concerns that pertain to your individual situation. Several sources of academic assistance and advice are available to you.

College Adviser: As a sociology major, you are a student in the College of Arts and Sciences. For assistance and advice, College Advisers are available to you by appointment in the Office of Undergraduate Admissions and Academic Advising (Goldwin Smith Hall). It is recommended that you consult with a College Adviser sometime before your last semester to discuss the completion of College requirements, graduation, and residency requirements.

Undergraduate Program Coordinator: The Undergraduate Program Coordinator (Heather Gowe) in the Sociology Department is located in Room 311, Uris Hall. She is available to provide assistance with the following:

- the process of declaring the sociology major.
- forms relating to transferring courses from other universities and/or other departments.
- other administrative matters or concerns (e.g., forms, adding and dropping courses).

Director of Undergraduate Studies: The Director of Undergraduate Studies (Szonja Szelényi) is located in Room 346, Uris Hall. She is there to:

- provide information about departmental curricula and the requirements for the major.

- meet with applicants to the major.
- review applications for sociology majors and accept students into the program.
- assist students in finding an advisor in the sociology department.
- screen sociology classes taken outside Cornell for acceptance as Cornell credit.
- serve as the backup for faculty advisers who are absent during advising periods.

Faculty Advising: Once you are a declared sociology major, you will be assigned a faculty advisor within the Sociology Department. When you declare sociology as a major, you will be asked to name your preference for an adviser; however, if you are not sufficiently familiar with the program, the Director of Undergraduate Studies can assist you in selecting a faculty member to work with you. Faculty advisers are there to:

- discuss your education, career goals, and graduate school opportunities.
- meet with you to talk about courses and plan your program of study within the department.
- go over your academic program each semester and provide you with your Personal Identification Number (PIN) so that you can register for courses via the campus computer.

Sociology Peer Advisers: There are approximately 10 advanced sociology majors who serve as peer advisers in the department. These advisers change from year to year, but a complete list of their names and email addresses is available to you from the Undergraduate Program Coordinator in the sociology office (Room 311, Uris Hall). Peer advisers do not provide you with academic counseling; they are there to help you adjust to life in the major, as well as to let you know about the department's many support services and activities.

Research Opportunities

Qualified sociology majors are invited to participate with faculty members in conducting research. Such projects are usually initiated in one of two ways: the student may offer to assist the faculty member in an ongoing project, or the student may request that the faculty member supervise the execution of a project conceived by the student. In either case, the student should enroll in SOC 491 (Independent Study). Interested students may direct inquiries to any faculty member.

The Sociology Honors Program

Honors in sociology are awarded for excellence in the major, which includes overall grade point average and completion of an honors thesis. In addition to the regular requirements of the major, candidates for honors must maintain a cumulative grade point average of at least a B+ in all sociology classes, complete at least 2 credits of SOC 491 (in the junior year), complete SOC 495 and SOC 496 (in the senior year), and write an honors thesis.

Students are awarded either honors (*cum laude*), high honors (*magna cum laude*), or highest honors (*summa cum laude*) in the program based on the honors advisers' evaluation of the level and the quality of the work completed towards the honors degree.

The honors distinction will be noted on the student's official transcript and it will also be indicated on the student's diploma.

Admission to the Honors Program

To qualify for entrance into the honors program, students must have at least a B grade point average overall and a B+ grade point average in the major. In addition, they must secure the consent of a faculty member in the Sociology Department who will guide their honors thesis.

Students who wish to be considered for honors should apply to the Director of Undergraduate Studies no later than the second term of their junior year. Honors program application forms are available in 311 Uris Hall. The application must include a copy of the student's undergraduate transcript, a brief description of the proposed research project, and the endorsement of a faculty member in the Sociology Department.

The Honors Thesis

During the senior year, each candidate for honors in sociology enrolls in a year-long tutorial (SOC 495 and SOC 496) with the faculty member who has agreed to serve as the student's thesis adviser. During the first term of their senior year, students determine the focus of their honors thesis, and submit a 10- to 15-page overview (or, alternatively, a preliminary draft) of the thesis to their adviser. During the second term, they complete their honors thesis and submit final copies to the department.

The text of the honors thesis may not exceed 60 pages except by permission of the honors adviser. Two copies of the honors thesis are due to the Undergraduate Program Coordinator (311 Uris Hall) during the third or fourth week of April. One of these copies will go to the student's thesis adviser and the other will remain on file in the department.

Any honors candidate whose research directly involves working with human subjects must receive approval for the project from the Cornell University Committee on Human Subjects.

Business and Organizational Studies Concentration

Majors who wish to prepare for postgraduate study in professional schools (business, management, or law) or a career in business or nonprofit organizations may elect to acquire a concentration in Business and Organizational Studies in sociology. This program provides Cornell students with training in economic sociology, organizational studies, and comparative societal analysis, all of which are useful areas of expertise in a world increasingly shaped by economic and social forces of a truly global dimension. In order to complete a concentration in Business and Organizational Studies, students must meet the following requirements:

- complete **both** of the required core courses in the concentration: SOC 105 and SOC 215, **and**
- complete **four** additional courses from the following list: SOC 217, 220, 222, 311, 315, 325, 326/526, 358/558, 370/570, 373, and 427.

Students completing the concentration receive a letter of recommendation from the chair

based on their cumulative academic record in the concentration. Please contact Heather Gowe (Undergraduate Program Coordinator), or Szonja Szelenyi (Director of Undergraduate Studies) for additional information on the Business and Organizational Studies concentration.

Introductory Courses

SOC 101 Introduction to Sociology (III)

4 credits. Fall, M. Macy; spring, S. Szelenyi.

This course introduces the discipline of sociology through a survey of core topics, theoretical approaches, and research methodologies. The first part of the course presents a general introduction to micro and macro sociology and to four major theoretical perspectives: functionalism, conflict, interaction, and exchange. We then apply these perspectives to a series of basic topics. The course conveys an appreciation for sociology as a field of study, as well as a better understanding of the society in which we live and its relation to other cultures. Students hopefully gain deeper insight into how they came to be who they are—the social origins of personality, values, and beliefs, including one's sense of reality and conception of human nature. The course also provides opportunities for hands-on experience in testing sociological theories. No prior theoretical or methodological background is required or presumed.

[SOC 103 Self and Society (also R SOC 103) (III)]

3 credits. Not offered 2001–2002. M. Macy.

The course is an introduction to micro-sociology, focusing on social processes within small groups, including the family. Emphasis is on leadership, conformity, social influence, cooperation and competition, distributive justice, and micro analyses of interaction.]

SOC 105 Introduction to Economic Sociology (also R SOC 105) (III)

Fall. 4 credits. C. Leuenberger.

Modern social thought arose out of attempts to explain the relationship between economic development and the social transformations that gave rise to the contemporary world. Classical theorists from Karl Marx and Max Weber to Karl Polanyi focused their writings on emergent capitalist economies and societies. Contemporary social theorists likewise have sought to understand the interaction between capitalism and the social forces reacting against and emerging from modern economic development. From exchange and rational choice theories to network analysis and institutional theory, a central theme in contemporary social thought has been the relationship between the economy and society, economic action and social structure, and rationality and fundamental social processes. This course provides an introduction to social thought and research seeking to understand and explain the relationship between economy and society in the modern era.

SOC 108 Introduction to Social Inequality (III)

Fall. 4 credits. M. Brinton.

This course examines the nature and processes of social and economic inequality in industrial societies. The principal focus is on the contemporary United States, with some comparisons to other industrial societies with different educational and class structures. We

examine how social and economic institutions encourage or discourage the use of ascription (i.e. inherited or unchangeable traits) vs. achievement as the basis of rewarding individuals, and we consider how individuals make choices as they face different decision points in their schooling and work. Throughout the course we focus on the varied mechanisms of stratification that sort people into schools and workplaces, and we also consider how to judge the "fairness" of these mechanisms. The readings include theoretical and empirical materials on stratification along race, class, and gender lines, and several book-length ethnographies of workplaces or urban settings.

[SOC 115 Utopia in Theory and Practice (III)]

3 credits. Not offered 2001–2002. D. Strang.

People have always sought to imagine and realize a better society, with both inspiring and disastrous results. In this course we discuss the literary utopias of Moore, Morris, and Bellamy, and the dystopias of Huxley, Orwell, and Zamyatin. We also examine real social experiments, including nineteenth-century intentional communities, twentieth-century socialisms and religious cults, and modern ecological, political, and millennial movements. Throughout, the emphasis is on two sociological questions: What kinds of social relationships appear as ideal? How can we tell societies that might work from those that cannot?

[SOC 165 Gangs (III)]

4 credits. Not offered 2001–2002.

R. Grannis.

Gangs have existed for centuries and can be found in many if not most countries of the world. In many neighborhoods in the United States, the majority of young nonwhite males have been identified as gang members. State and local politicians routinely identify gang crime as the most important social issue of our time. Despite this, few people can adequately define what it means to be a gang or a gang member. This course reviews classic gang research and theory, surveys a wide variety of recent gang studies, addresses a series of special topics in gang research, and considers the role of the media in guiding our understanding of gangs.]

General Education Courses

[SOC 200 Social Problems (also R SOC 200) (III)]

3 credits. Not offered 2001–2002.

T. Hirschl.

For course description, see R SOC 200.]

[SOC 201 Religion and Family in the U.S. (also R SOC 202 and RELST 203) (III)]

3 credits. Not offered 2001–2002.

P. Becker.

This course examines how two fundamental social institutions—religion and the family—are interlinked in American society. As recently as the 1950s, religious institutions were organized around the needs of one dominant family form, the male-breadwinner family with a stay-at-home mother. But since the 1950s, that family form is no longer statistically dominant or culturally normative. How have religious institutions adapted to new family forms? How do religious beliefs influence behavior within families, for example, the raising of children? How do

religious groups foster ideals of family life or influence our beliefs about what are "good" families? How do people's family experiences and family values influence their participation in organized religion? What models of family life are religious groups organized around? We begin to answer these questions by drawing on readings that explore the religion-family link in a variety of religious, ethnic, and social class contexts within the contemporary United States.]

SOC 202 Population Dynamics (also R SOC 201) (III)

Spring. 3 credits. P. Eloundou-Enyeque.
For course description, see R SOC 201.

SOC 203 Work and Family (also WOMNS 203) (III)

Spring. 4 credits. Staff.
Family life is often portrayed in the popular media as a haven away from the harsh realities of public life, suggesting that work and family constitute separate and distinct spheres. By contrast, many sociologists point out the links between work and family, and how these links have different consequences for men and women. This course highlights the responses of individuals, employers, and governments, both in the United States and internationally, to the dilemmas posed by the interface between work and family.

[SOC 204 Race and Ethnic Relations (III)]

4 credits. Prerequisite: SOC 101, SOC 103, or R SOC 101. Not offered 2001-2002.
Staff.

This course focuses on race and ethnic relations in contemporary perspective. It examines the social and behavioral implications of attributions of race and ethnicity in small group interaction, the world of work, and the larger society. Topics covered include: inequalities in income and employment, affirmative action, ethnic political mobilization, patterns of marriage, and family formation.]

SOC 206 International Development (also R SOC 205) (III)

Spring. 3 credits. Staff.
For course description, see R SOC 205.

SOC 207 Problems in Contemporary Society (III)

Fall. 4 credits. D. Heckathorn.
This course examines contemporary social problems, with a focus on their sources in the organization of society. Modern societies are based on three fundamental types of institutions—social norms, hierarchies, and markets. Each is subject to distinctive types of failures resulting in problems that include poverty, prejudice and discrimination, intolerance and hate, alcohol and drug abuse, physical and mental illness, crime and delinquency, and urban problems. In analyzing these problems we emphasize the institutions through which they are created and perpetuated, and the form of institutional change required to address them.

[SOC 208 Social Inequality (III)]

4 credits. Not offered 2001-2002. Staff.
This course reviews contemporary approaches to understanding social inequality and the processes by which it comes to be seen as legitimate, natural, or desirable. We address questions of the following kind: What are the major forms of stratification in human history? Are inequality and poverty inevitable? How many social classes are there in advanced industrial societies? Is there a "ruling class?"

Are lifestyles, attitudes, and personalities shaped fundamentally by class membership? Can individuals born into poverty readily escape their class origins and move upward in the class structure? Are social contacts and "luck" important forces in matching individuals to jobs and class positions? What types of social processes serve to maintain and alter racial, ethnic, and gender discrimination in labor markets? Is there an "underclass?" These and other questions are addressed in light of classical and contemporary theory and research.]

SOC 215 Organizations: An Introduction (III)

Spring. 4 credits. D. Strang.
Organizations provide the context for much of our everyday life, and are important not only in their own right but for their impact on our individual and collective choices. This course introduces the sociological study of organizations, from project teams to multinational corporations. Main issues include socialization and group processes within work settings; management from the perspective of the manager and the managed; the organization as a site of inequality and mobility; organizational decision-making; efforts to modify organizations by reforming bureaucracy and hierarchy; and comparisons across nations.

SOC 217 The Sociology of Markets (III)

Spring. 4 credits. M. Brinton.
The exchange of goods and services is a central topic in economics, but it has many social dimensions as well. This course examines how economic exchange is affected by the social and cultural contexts within which it occurs. Central themes of the course include: How do patterns of market exchange emerge? What types of social institutions are necessary to make economic exchange predictable and safe? Why do some services cost more in capitalist societies and others do not? How is "market value" determined? We explore these themes through reading studies that compare markets across time as well as across contemporary societies such as the U.S., Japan, China, and Russia.

SOC 219 Segregation (III)

Spring. 4 credits. R. Grannis.
Over seven decades ago, Robert Park noted that "Physical distances frequently are the indices of social distances." As we near the beginning of a new millennium, very little has changed. Segregation may have disappeared from our public discourse, but it is a very present reality in our cities. This course surveys residential segregation by asking some very basic questions: What does it mean to be segregated? How has segregation been different in different times and places? What are the consequences of segregation? Why does segregation occur? How can illegal segregation persist? What can be done about segregation?

SOC 220 Culture and Conflict in Organizations (III)

Spring. 4 credits. P. Becker.
How do the organizations we belong to shape us? What is organizational identity and how does it come about? How do cultural beliefs shape organizations? What kinds of organizations strike us as legitimate and effective, and why? Organizations may be goal-directed problem solvers, but they're also locations for storing and transmitting social facts, like the hierarchical relations among groups, and powerful ideas, including moral codes.

Organizations may seem to evolve naturally, but are often shaped by internal conflicts or powerful outsiders. The first part of this course examines theories of organizational culture and power; the second part consists of case studies of organizations, businesses, religious denominations, little league teams, and social movement organizations.

SOC 221 Inequality and Social Science (III)

Spring. 4 credits. Enrollment limited to 20 students. K. Weeden.

What are the promises and limitations of social science as a tool for understanding the sources and consequences of social inequality? This course introduces the underlying logic of social scientific research in the context of contemporary debates about social inequality: e.g., educational testing and tracking, race-based affirmative action, and the roles of intelligence and parental resources in affecting who gets ahead. Its goals are to encourage students to be critical consumers of social scientific data, evidence, and discourse and to develop their own rigorous, informed explanations of social phenomena.

SOC 246 Drugs and Society (III)

Fall. 4 credits. D. Heckathorn.
The course focuses on drug use and abuse as a social rather than as a medical or psychopathological phenomenon. Specifically, the course deals with the history of drug use and regulatory attempts in the United States and around the world; the relationship between drug use and racism/class conflict; pharmacology and use patterns related to specific drugs; perspectives on the etiology of drug use/abuse; AIDS prevention and harm reduction interventions; drug-using subcultures; drug policy, drug legislation, and drug enforcement; and the promotion and condemnation of drug activities in the mass media.

[SOC 250 Religion and Public Life (also RELST 249) (III)]

3 credits. Not offered 2001-2002.
P. Becker.

This course explores how religion provides a basis for moral critique, political mobilization, and social identity in a modern society. The first part introduces basic issues—definitions of religion, the sociological approach to the study of religion, and religion and modernity. In the main body of the course, we read studies of specific religious groups and organizations in the contemporary United States, examining such questions as: How does religion provide a basis for gender identity and gender norms? What do religious groups and discourses contribute to public debate on issues ranging from economic justice to abortion? How do religious leaders mobilize citizens for social action in their communities?

SOC 251 Families and the Life Course (also HD 251) (III)

Spring. 3 credits. E. Wethington.
For course description, see HD 250.

SOC 265 Latinos in the U.S. (also LSP 201 and R SOC 265) (III)

Spring. 3 credits (4-credit option available).
H. Velez.

This course is an exploration and analysis of the Hispanic experience in the United States. It examines the sociohistorical background and economic, psychological, and political factors that converge to shape a Latino group identity in the United States. Perspectives are

suggested and developed for understanding Hispanic migrations, the plight of Latinos in urban and rural areas, and the unique problems faced by the diverse Latino groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

Methods and Statistics Courses

SOC 293 Inequality, Diversity, and Justice (also CRP 293, GOVT 293, PHIL 193, SOC 293) (III or IV)

Fall. 4 credits. No prerequisites: intended for freshmen and sophomores. R. Miller, V. Nee.

An interdisciplinary discussion of the nature and moral significance of social inequality, diversity, and poverty and of the search for just responses to them. How unequal are economic opportunities? What are the causes of poverty? To what extent is greater equality a demand of justice? Are traditional welfare programs an appropriate response to poverty? What special significance have race and gender as sources of inequality? Do they merit special remedies such as affirmative action? How should governments deal with religious diversity and other differences in ultimate values? For example, should abortion statutes be neutral toward rival views of the importance of potential human life? What are the causes of worldwide inequality? To what extent do people in per-capita rich countries have a duty to help the foreign poor? Moral argument, investigations of social causes, and legal reasoning interact in the search for answers to these questions. To provide these resources, the course is taught by leading faculty researchers in philosophy, political theory, the social sciences, and law.

SOC 301 Evaluating Statistical Evidence (II)

Fall. 4 credits. S. Szelenyi.

A first course in statistical evidence in the social sciences, with emphasis on statistical inference and multiple regression models. Theory is supplemented with numerous applications.

SOC 303 Design and Measurement (III)

Spring. 4 credits. Prerequisite: at least one course in sociology. S. Caldwell.

This course covers the foundations of sociological analysis; issues arising from using humans as data sources; the quality of our primary data; methods of data collection; research designs in wide use and their limitations; and pragmatic considerations in doing research on humans, organizations, communities, and nations.

SOC 304 Social Networks and Social Processes (III)

Fall. 4 credits. D. Strang.

How do groups self-segregate? What leads fashions to rise and fall? How do rumors spread? How do communities form and police themselves on the Internet? This course examines these kinds of issues through the study of fundamental social processes such as exchange, diffusion, and group formation. We focus on models that can be explored through computer simulation and improved through observation.

Intermediate Courses

[SOC 309 The Sociology of Marriage (also SOC 509) (III)]

4 credits. Not offered 2001–2002. Staff.

Contemporary debate on the nature of the family in the United States often assumes a simplistic decay of the "traditional marriage." This course unpacks the myths and facts that undergird this model. We overview the historical patterns of marriage in the United States, examine data on contemporary union formation and dissolution and the consequences, and explore various theoretical models of marriage and its decline.]

[SOC 311 Group Solidarity (III)]

4 credits. Not offered 2001–2002. M. Macy.

What is the most important group that you belong to? What makes it important? What holds the group together, and how might it fall apart? How does the group recruit new members? Select leaders? Make and enforce rules? Do some members end up doing most of the work while others get a free ride? We explore these questions from an interdisciplinary perspective, drawing on sociobiology, economics, and social psychology, as we apply alternative theories of group solidarity to a series of case studies, such as urban gangs, spiritual communes, the civil rights movement, pro-life activists, athletic teams, work groups, and college fraternities.]

SOC 316 Gender Inequality (III)

Fall. 4 credits. S. Szelenyi.

This course offers a comprehensive overview of historical and contemporary patterns of gender stratification. The first few weeks are devoted to the examination of different ideas (biological, functionalist, feminist) about gender inequality. The remainder of the course involves both theoretical analyses and empirical investigations of four substantive areas: the historical development of gender stratification, the nature of gender inequality in contemporary societies, cross-national comparison of gender inequality, and strategies for social change. Specific topics include: division of labor between men and women; relationship between social class and gender; dynamics of occupational sex segregation; gender differences in social mobility, socialization, and educational attainment; and racial and cross-national variations in gender inequality. Each section includes examination of key theoretical debates and a survey of recent feminist research that is relevant to those debates.

SOC 323 Social Networks (also SOC 523) (III)

Spring. 4 credits. R. Grannis.

A critical survey of theories and techniques of structural analysis in sociology, centering on the usefulness of social network analysis in providing integration of studies at different levels of generality. Applications in the areas of the sociology of organizations, community studies, social stratification, and dependence relations among nations. Emphasis on the mutual relevance of theories and operational research procedures.

SOC 324 Environment and Society (also S&TS 324 and R SOC 324) (III)

Spring. 3 credits. L. Glenna.

For course description, see R SOC 324.

[SOC 325 Socialist Societies (III)]

3 credits. Not offered 2001–2002.

S. Szelenyi.

This course begins by surveying the idea of socialism from the Romantic tradition of William Morris to the scientific theory of Karl Marx and the unique doctrine of Mao Tsetung. These visions are contrasted to the realities of actually existing socialist societies—especially those of Eastern Europe. Some of the themes examined include: the problems of centrally managed economies, the extent and dynamics of social inequalities, dissent and opposition under socialism, and strategies for economic reform. The course concludes by evaluating a number of alternative views on the nature of these societies and by discussing their post-communist transformation.]

SOC 326 Social Policy (also SOC 526) (III)

Fall. 4 credits. S. Caldwell.

The dramatic growth of the policy research sector as an institutional and intellectual force signals the changing relationship of social science to social policy in the United States. With an eye on that relationship, this course examines the development of social policy in selected areas, among them welfare, poverty, housing, crime, and health. The policy research sector itself—people, values, and institutions—is also surveyed.

[SOC 333 Primate Societies (III)]

3 credits. Not offered 2001–2002.

R. Grannis.

All primates (including humans) share a common social and cultural, as well as biological, heritage which was bequeathed to us by our common ancestors. This shared inheritance is even more pronounced between humans and their closest nonhuman relatives, chimpanzees and gorillas. This course surveys the social behaviors and cultural forms of our primate cousins with a special focus on baboons, chimpanzees, and gorillas. We begin by reviewing the diversity of primates and their societies. We then look at primate socioecology including demography, hunting and gathering, and kinship. Next, we examine the politics, economics, communication, and culture of some of our more closely related primate cousins. In addition to sharing a common past, all primates (except for some recent humans) are hunter-gatherers with similar biological capacities and needs who have solved similar socioecological problems. We end the course by considering the implications of these findings for our lives as human primates.]

SOC 340 Health, Behavior, and Health Policy (III)

Spring. 4 credits. S. Caldwell.

This course examines the social contexts of physical and mental health, illness and medical care; its purpose is to explore the contributions of social science to health promotion and health policy. Topic areas include: the social context of health, disease and illness; the social organization of health services; use of health services; effectiveness of health service use; health promotion and disease prevention; and national health care policies.

SOC 341 Modern European Society and Politics (also GOVT 341) (III)

Spring. 4 credits. S. Tarrow.

For course description, see GOVT 341.

SOC 352 The Sociology of Contemporary Culture (III)

Spring. 4 credits. C. Leuenberger.

This course introduces the rapidly expanding field at the intersection of sociology and cultural studies. It provides an introduction to theoretical debates in cultural studies and to sociological studies of popular culture. We discuss the emergence of the tourist industry, the significance of consumption in modern life, narratives in popular films, the culture of music and art, the use of rhetoric in social life, cultural analyses of science, and the social construction of self, bodies, and identities.

[SOC 353 Knowledge and Society (III)]

3 credits. Not offered 2001-2002.

C. Leuenberger.

This course focuses on the historical evolution of the sociology of knowledge as a theoretical paradigm and an empirical research field. We examine the phenomenological origins of the sociology of knowledge and many of its central texts. We study how it has been applied to such areas as personhood, interaction, religion, identity, and the emotions. We also consider epistemological questions that arise, and cover various theoretical and empirical approaches which have been influenced by the sociology of knowledge such as ethnomethodology, conversation analysis, and the sociology of science and technology.]

SOC 357 Schooling and Society (III)

Spring. 4 credits. S. Morgan.

After an examination of alternative theories of the development and changing function of educational institutions in society, this course examines explanations for why individuals obtain educational training, how an individual's family background and race affect his or her trajectory through the educational system, and how and why society confers advantages on educated individuals. Following a review of recent empirical research on effective schools, the course concludes with an examination of current policy debates in the United States, focusing primarily on school choice, vouchers, and financial aid for a college education.

[SOC 370 Careers (also SOC 570) (III)]

4 credits. Not offered 2001-2002. Staff.

By examining various career paths, we will consider the implications of career as a continuous process or as a sequence of positions. We will explore the differences and similarities among different career paths and lay out the patterns and structures of career formation from a sociological point of view. We will also discuss the settings in which career development takes place, giving some comparative attention to ways of organizing careers in other societies.]

SOC 371 Comparative Social Stratification (also R SOC 370) (III)

Fall. 3 credits. S. Feldman.

For course description, see R SOC 370.

[SOC 375 Classical Theory (III)]

3 credits. Not offered 2001-2002.

S. Szelenyi.

The course introduces students to major macro-sociological paradigms and encourages them to participate in "cross-paradigm" debates. The three main theorists of sociology (i.e., Marx, Durkheim, and Weber) are compared with respect to their approaches to the social sciences, their views on human history, their conceptions of capitalist society, and their ideas on social change. The assigned

readings focus on the original writings of these theorists, while the lectures provide the requisite socio-historical context.]

[SOC 380 Gender, Ideology, and Culture (also WOMNS 380) (III)]

4 credits. Not offered 2001-2002.

P. Becker.

This course explores representations of women in popular culture, including images, narratives, and religious practices. We examine the relationship between popular culture and ideology, and look at how women "read" popular culture. The aim of the course is to enable students to think critically and analyze the effects of ideological representations of difference on personal identity construction, status, and power relationships. Readings are drawn mostly from the sociology of culture and cultural studies; most texts deal with popular culture and gender in the nineteenth- and twentieth-century United States.]

[SOC 393 Sociology of War and Peace (III)]

4 credits. Not offered 2001-2002.

R. M. Williams, Jr.

Every human group, community, or society presents many examples of altruism, helping, cooperation, agreement, and social harmony. Each grouping or society also manifests numerous examples of competition, rivalry, opposition, disagreement, conflict, and violence. Both conflict and cooperation are permanent and common aspects of the human condition. Collective conflicts, especially wars and revolutions, are frequent and dramatic events. But "peace" and "war" are equally active social processes, not passive happenings. This course describes various commonly accepted but erroneous notions of the causes and consequences of war and deterrence. It deals with the major theories concerning the sources of war in international and intranational social systems. The last half of the course analyzes the modes, techniques, and outcomes of efforts to restrict, regulate, and resolve international conflicts.]

Advanced Courses

The following courses are intended for advanced undergraduates with substantial preparation, as well as for graduate students in sociology and related disciplines. The normal prerequisite for all 400-level courses is one introductory course plus 301 (or an equivalent statistics course). Students who are not sure whether their background is sufficient for a particular course should consult the professor.

[SOC 404 Economy and Family—Interrelationships over the Life Course (also SOC 504) (III)]

4 credits. Not offered 2001-2002.

M. Clarkberg.

While sociologists have often argued that the modern family has shed most of its "productive" functions, economic models have never been more central in the study of the family. This course explores the emerging dialogue between economists and family scholars along two related dimensions. First, we examine the reciprocal relationship between the structure of the economy (including income, careers, and workplace characteristics and policies) and family structure and outcomes. Second, we weigh the contribution of economic or "rational actor" models to the study of family

behaviors. These related economic processes are used to examine marriage and divorce, time use and the division of labor within families, population growth, and the dynamics of health and aging.]

SOC 408 Qualitative Methods (also SOC 508) (III)

Fall. 4 credits. P. Becker.

This course is designed to introduce students to qualitative research. We focus on interviewing, document review, and participant observation, although we also talk about validity, reliability, ethics, and research-involvement, issues that are applicable to qualitative research more broadly. Each student designs and carries out a semester-length research project, keeps a field journal, and completes a final research report.

SOC 419 Segregation (III)

Spring. 4 credits. R. Grannis.

For course description, see SOC 219.

[SOC 427 The Professions: Organization and Control (also ILROB 427) (III)]

Fall. 3 credits. Prerequisite: permission of the instructor. Not offered 2001-2002.

P. Tolbert.

For course description, see ILROB 427.]

SOC 429 Culture and Agency (also SOC 529) (III)

Fall. 4 credits. P. Becker.

This course looks at the development of sociological theory on questions of culture and agency. Starting with various reflection or materialist approaches to culture that decenter agency, we then follow the development of theories that explicitly link culture to actors and events in an attempt to account for both social reproduction and social change. The readings cover a broad time span and a variety of intellectual approaches, including critical theory and cultural studies, but center on the sociology of culture.

SOC 437 Social Demography (also R SOC 438) (III)

Fall. 3 credits. D. Gurak.

For course description, see R SOC 438.

[SOC 438 Immigration and Ethnic Identity (III)]

4 credits. Not offered 2001-2002. V. Nee.

Immigration has been a central process in the peopling of American society. The early immigration to the United States involved primarily the migration and settlement of European national groups. Since 1965, the mix of immigration has shifted to include an increasing diversity of ethnic groups, especially from Latin America and Asia. As American society moves into an era of increasing ethnic diversity, issues of ethnic boundaries and identities become increasingly complex and problematic. This course seeks to examine the causes of international migration, the dynamics of immigrant incorporation into American society, and the making of new ethnic groups and identities.]

SOC 457 Health and Social Behavior (also HD 457) (III)

Fall. 3 credits. Prerequisites: HD 250, SOC 101, R SOC 101, or SOC 251 and a course in statistics. Letter grades only.

E. Wethington.

For course description, see HD 457.

[SOC 480/580 Identity and Interest in Collective Action (III)]

4 credits. Not offered 2001-2002. M. Macy.

This seminar examines the problem of collective action from alternative theoretical perspectives: one centered on shared *interests*, the other on common *identities*. The former claims that groups are held together because the members are interdependent and thus benefit from cooperating in a common endeavor. Others argue that effective mobilization may depend on affective ties among participants who share a salient demarcation. We explore this debate, and its possible resolution, through an examination of formal theoretical studies (especially computer simulation) as well as empirical research using experimentation and comparative case analysis. Key concepts addressed include social dilemmas (and game-theoretic analysis), the free-rider problem, rational choice theory, formal and informal social control, social identity theory, and the role of networks and institutions as mechanisms for reconciling the tension between individual self-interest and collective obligations.]

SOC 491 Independent Study

Fall or spring. 1–4 credits. This is for undergraduates who wish to obtain research experience or to do extensive reading on a special topic. Permission to enroll for independent study will be granted only to students who present an acceptable prospectus and secure the agreement of a faculty member to serve as supervisor for the project throughout the term. Graduate students should enroll in 891–892.

SOC 495 Honors Research

Fall or spring. 4 credits. Limited to sociology majors in their senior year.
Prerequisite: permission of instructor.

SOC 496 Honors Thesis: Senior Year

Fall or spring. 4 credits. Prerequisite: Sociology 495.

Graduate Core Courses

These courses are primarily for graduate students in sociology but may be taken by other graduate students with permission of the instructor.

SOC 501 Basic Problems in Sociology I

Fall. 4 credits. V. Nee.

Analysis of theory shaping current sociological research. Examination of several central problems in sociological inquiry provides an occasion for understanding tensions and continuities between classical and contemporary approaches, for indicating the prospects for unifying microsociological and macrosociological orientations, and for developing a critical appreciation of efforts to integrate theory and research.

SOC 502 Basic Problems in Sociology II

Spring. 4 credits. D. Heckathorn.

Continuation of SOC 501. Emphasis is on the logical analysis of theoretical perspectives, theories, and theoretical research programs shaping current sociological research. The course includes an introduction to basic concepts used in the logical analysis of theories and examines their application to specific theories and theoretical research programs. Theoretical perspectives include functionalism, social exchange, and interactionism.

SOC 505 Research Methods I: The Logic of Social Inference

Fall. 4 credits. Prerequisite: a first course in statistics and probability. M. Clarkberg.

This course is an introduction to techniques of social inference. We cover research methods, sources of evidence, model design, and questions of empirical validity.

SOC 506 Research Methods II

Spring. 4 credits. S. Morgan.

This is a course on advanced linear regression analysis in theory and practice. After a review of classical bivariate regression and elementary matrix algebra, the course progresses under the credible assumption that the most important fundamentals of data analysis techniques can be taught in the context of simple multivariate linear models. Accordingly, the course provides a relatively formal treatment of the identification and estimation of single equation OLS and GLS regression models, instrumental variable models, traditional path models, and multiple indicator models. Interspersed with this material, the course addresses complications of regression modeling for the practicing researcher including: missing data problems, measurement error, regression diagnostics, weighting, and inference for surveys. The course concludes with a brief introduction to nonlinear regression, counterfactual models of causality, Bayesian inference, and hierarchical models.

Graduate Seminars

These seminars are primarily for graduate students but may be taken by qualified advanced undergraduates who have permission of the instructor. The seminars offered in each term are determined in part by the interests of students, but it is unlikely that any seminar will be offered more frequently than every other year. The list below indicates seminars that are likely to be offered, but others may be added and some may be deleted. Students should check with the department before each term.

[SOC 504 Economy and Family (also SOC 404)]

4 credits. Not offered 2001–2002.

M. Clarkberg.

For course description, see SOC 404.]

SOC 508 Qualitative Methods (also SOC 408)

Fall. 4 credits. P. Becker.

For course description, see SOC 408.

[SOC 509 The Sociology of Marriage (also SOC 309)]

4 credits. Not offered 2001–2002. Staff.

For course description, see SOC 309.]

SOC 510 Seminar on Comparative Societal Analysis

Spring. 3 credits. Open to advanced graduate students throughout the social sciences, with permission of instructor.

M. Brinton.

This seminar is intended for advanced graduate students interested in comparative methods and research in the social sciences. It is offered in conjunction with the Comparative Societal Analysis program in the Einaudi Center for International Studies. Students enrolled for credit write critiques of papers presented at the seminar by faculty members and other graduate students, and work on

their own project. Some weeks are devoted to collective reading and analysis of background work. Students may enroll for more than one semester.

SOC 518 Social Inequality: Contemporary Theories, Debates, and Models

Fall. 4 credits. D. Grusky.

This course serves as an introduction to contemporary theories, debates, and models regarding the structure of social classes, the determinants of social mobility, the sources and causes of racial, ethnic, and gender-based inequality, and the putative rise of postmodern forms of stratification. The twofold objective is to both review contemporary theorizing and to identify areas in which new theories, hypotheses, and research agendas might be fruitfully developed.

SOC 519 Workshop on Social Inequality

Spring. 4 credits. K. Weeden.

This workshop provides a forum for students, faculty, and guest speakers to present and discuss their current research projects related to social inequality.

SOC 523 Social Networks (also SOC 323)

Spring. 4 credits. R. Grannis.

For course description, see SOC 323.

SOC 526 Social Policy (also SOC 326)

Fall. 4 credits. S. Caldwell.

For course description, see SOC 326.

[SOC 527 Artificial Social Life

4 credits. Not offered 2001–2002. M. Macy.

This seminar is an introduction to computer simulation. The course surveys the history of social simulation and introduces students to complexity theory, game theory, and evolutionary models of social change. The remainder of the course (nine weeks) teaches students to program in Delphi and gives them simulation programs to modify as a class project.]

SOC 529 Culture and Agency (also SOC 429)

Fall. 4 credits. P. Becker.

For course description, see SOC 429.

[SOC 531 Group Conflict and the Nation-State

4 credits. Not offered 2001–2002.

D. Strang.

The growth of nationalism and the conflict over which groups control the state form a central dynamic in the global political order. Such conflicts appear particularly virulent today, when internal aggression and ethnic cleansing are a larger threat than inter-state war. We examine nationalism, group conflict, and the process of group formation. Questions include: Why and when do groups struggle for national independence? What leads some multiethnic societies to be stable and others not? How are high levels of conflict over ethnic/religious makeup of the state related to the expanding reach of the global market? And in what ways are national issues comparable with group formation and conflict in other settings, such as neighborhoods or academic disciplines?]

SOC 546 Economic Sociology

Spring. 4 credits. M. Brinton.

This course introduces the field of economic sociology and covers major topics addressed by sociologists studying the intersection of economy and society. We begin with classic statements on economic sociology and then

move to the invigoration of the field in recent years, reading works that have been instrumental in this invigoration. Consideration is given to the several variants of "institutionalism" that have informed the sociological study of markets, organizations, and economic exchange.

SOC 570 Theories of the Family and the Life Course

Spring. 4 credits. M. Clarkberg.
This course provides an analysis of the theoretical approaches informing sociological understandings of the family and the human life course. Approaches include power and exchange models, interactionism, the new home economics, and life course approaches. Emphasis is on understanding the conflict and congruence between existing theoretical frameworks, and on translating theoretical issues into empirical research questions.

[SOC 575 Seminar in Institutions and Rationality]

2 credits. Not offered 2001-2002. V. Nee.
This year-long seminar examines the theoretical logic and assumptions of the new institutionalism in sociology and other social sciences. Understanding the part played by informal constraints of social norms and networks and by formal institutional arrangements (i.e., contracts, property rights, laws, regulations, and the state) encompass the domain of study. The seminar focuses on comparative analysis and case studies illuminating and explaining the part played by institutions in structuring the economic and social transactions of society and specifying the causal mechanisms shaping path dependent institutional change.]

[SOC 580 Simulating Social Dilemmas (also SOC 480)]

4 credits. Not offered 2001-2002. M. Macy.
For course description, see SOC 480.]

[SOC 583 Transitions to Market Economies in China and Eastern Europe]

4 credits. Not offered 2001-2002. V. Nee.
This course examines the problems and prospects of transitions to markets in China and Eastern Europe. It introduces concepts for understanding the transformation of state socialist economies and analyzes important social and economic developments since 1988. Topics include privatization, joint ventures, new capital markets, entrepreneurship, and labor relations in these changing economies.]

SOC 590 Special Topics: Research Methods

Fall. 4 credits. M. Macy, D. Strang.
This course covers special topics in the analysis of quantitative and qualitative data. The topics covered vary from year to year, but are typically chosen from such possibilities as: networks, social simulation, Bayesian methods, game theory, qualitative research methods, and laboratory experimentation. In fall 2001 the course will include a one-half semester module on event history analysis, and a one-half semester module on social simulation.

SOC 591 Special Seminars in Sociology

Fall and spring. 2-4 credits.
These graduate seminars are offered irregularly. Topics, credit, and instructors vary from semester to semester. Students should look at the sociology department bulletin board at the

beginning of each semester for current offerings.

SOC 606-607 Sociology Colloquium

Fall and spring. No credit. Required of all sociology graduate students.

A series of talks representative of current research interests in sociology, given by distinguished visitors and faculty members.

SOC 608 Proseminar in Sociology

Fall. 1 credit. Enrollment restricted to first-semester sociology graduate students.

Discussion of the current state of sociology and of the research interests of members of the graduate field; taught by all members of the field.

SOC 660 Social Movements

Fall. 4 credits. S. Tarrow.
For course description, see GOVT 660.

SOC 680 Workshop on Transnational Contention (also GOVT 681)

Fall. 4 credits. S. Tarrow.
For course description, see GOVT 681.

SOC 691 Independent Study

Fall or spring. 2-4 credits. Prerequisite: graduate status and permission of a faculty member willing to supervise the project. Staff.

For graduates who wish to obtain research experience or to do extensive reading on a special topic. Permission to enroll for independent study will be granted only to students who present an acceptable prospectus and secure the agreement of a faculty member to serve as supervisor for the project throughout the term.

[SOC 725 Analysis of Published Research in Organizational Behavior (also ILROB 725)]

3 credits. Not offered 2001-2002. P. Tolbert.

For course description, see ILR 725.]

SOC 891-892 Graduate Research

891, fall; 892, spring. Up to 4 credits each term. Prerequisite: graduate status and permission of a faculty member willing to supervise the project.

SOC 895-896 Thesis Research

895, fall; 896, spring. Up to 6 credits each term. Prerequisite: permission of thesis supervisor.

SPANISH

See Department of Romance Studies.

SWAHILI

See Africana Studies and Research Center.

SWEDISH

See Department of German Studies.

TAGALOG

See Department of Asian Studies.

THAI

See Department of Asian Studies.

THEATRE, FILM & DANCE

D. Bathrick, chair; R. Archer, S. Brookhouse, J. Chu, S. Cole, D. Feldshuh, A. Fogelsanger, (director of the undergraduate program in dance); D. Fredericksen, (director of the undergraduate program in film); J. E. Gainor, (director of graduate studies); K. Goetz, D. Hall, E. Intemann, J. Kovar, B. Levitt (on leave fall 2001 and spring 2002), P. Lillard, B. Milles, J. Morgenroth, M. Rivchin, R. Schneider, J. Self, B. Suber, A. Van Dyke, (director of undergraduate studies); A. Villarejo

Through its courses and production laboratories, the department provides students with a wide range of opportunities in theatre, film, and dance. It offers a theatre arts major with concentration in theatre or film and a major in dance. Majors in these three areas educate students in accordance with the general liberal arts ethic of the college. The programs in dance and film and the advanced undergraduate theatre program give some measure of professional preparation in those arts as well. The department encourages academic and studio participation by students from all disciplines. In the coming year the Department will be changing over to separate major status in the areas of theatre and film, which up to now have been listed as concentrations within the Theatre Arts Major. (Dance has always had separate major status.) As part of the change-over process, this year's catalogue lists for the first time all the course and curricular information for each of the majors in three separate sections.

Theatre Arts Major

Theatre Studies

The theatre concentration offers studies in the history of theatre, dramatic theory and criticism, playwriting, acting, directing, design/technology, and stage management. Students interested in the Theatre Arts major should consult with Alison Van Dyke (Director of Undergraduate Studies, Theatre, Film & Dance).

Course requirements for theatre concentration:

	Credits
1) THETR 240 and THETR 241 (two-semester introduction to theatre)	8
THETR 250 Introduction to Theatre Design and Technology	4
THETR 280 Introduction to Acting	3
2) Four laboratory courses distributed as follows:	Credits
THETR 151 Production Lab I	1-3
THETR 153 , THETR 253 , or THETR 353 Stage Management Lab I, II, or III	1-3
THETR 155 Rehearsal and Performance or THETR 151 in a different area	1-3
THETR 251 or THETR 351 Production Lab II or III	1-4
3) Four courses in the area of Theatre Studies (see Theatre Studies section of	

theatre courses) chosen in the following manner:

one course must be at 300 level

one course must be at 400 level

two additional courses at the 300 or above level

one of the four courses must be pre-twentieth century.

- 4) Three courses (at least 9 credits) in other Theatre courses chosen in consultation with the faculty adviser. Course taken to qualify for admission to the Advanced Undergraduate Theatre Program (described below) may also be used to fulfill this requirement.
- 5) Courses in which a student receives a grade below "C" cannot be used to fulfill the requirements for a Theatre Arts major.

Honors

The Theatre Arts honors program is for majors who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. To be part of the honors program the student must maintain a GPA of 3.5 in classes for the theatre major and an average of 3.0 in all courses. Students must consult with their advisers in the spring of their junior year in order to enroll in the honors programs.

The Advanced Undergraduate Theatre Program

The department offers advanced study in directing, playwriting, design/technology, and stage management to students who qualify on the basis of outstanding achievement in course work. Admission to the AUP is by invitation of the area faculty supervisor and the completion of a recommended "track" of courses or equivalent experience. (For recommended courses of study please see listing of courses at end of departmental listings.) Approval process will include a portfolio review and/or interview. The program provides students with intensive study in theatre as well as the opportunity to collaborate with professional faculty and guest artists.

Independent Study, Internships and Honors

THETR 300 Independent Study

Fall, spring, or summer. 1–4 credits. Independent study in theatre, film or dance allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study which is available in 225 Schwartz Center.

THETR 485 Undergraduate Internship

Fall, spring, or summer. 1–3 credits. To be eligible to enroll and receive credit for an internship, students must either be majors or be concentrators in the department. Students are responsible for arranging their own internships in consultation with the faculty in their area of choice *prior* to preregistration for the semester in which the

internship is planned to take place. To receive credit within this course, the internship must be unpaid. Students must follow the rules and procedures stated in the departmental internship form.

THETR 495 Honors Research Tutorial

Fall, spring. 4 credits. Limited to Honors students in Theatre, Film and Dance.

This course is the first of a two-semester sequence (the second is THETR 496) for seniors engaged in an honors project.

THETR 496 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Theatre, Film and Dance.

This course is the second of a two-semester sequence (the first is THETR 495) for students engaged in an honors project.

First-Year Writing Seminars

Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

General Survey Courses

THETR 230 Creating Theatre (IV)

Spring. 3 credits. Limited to 25 students. D. Hall and faculty.

An introduction to theatrical production for the nonmajor. Students develop a new critical perspective of the performing arts by examining the creation of theatre onstage and backstage through lectures, demonstrations, discussions with various faculty and staff at the Center for Theatre Arts, and by attending department productions. Some writing is required.

THETR 301 Mind and Memory: Explorations of Creativity in the Arts and Sciences (also ENGL 301 and MUSIC 372) (IV)

Spring. 4 credits. Limited to 40 students. For description, see ENGL 301.

[THETR 430 Introduction to Theatre Management

Fall. 4 credits. Limited to 15 students. Not offered 2001–2002. J. E. Gainor.

This class is designed to introduce students to the profession of theatre management. The class will be a project-oriented study of components of the field, such as marketing, fundraising, contracts, organizational structures, personnel management, accounting, and box office.]

Theatre Studies Courses

[THETR 223 The Comic Theater (also COM L 223 and CLASS 223) # (IV)

Spring. 3 credits. Not offered 2001–2002. J. Rusten.

For description, see CLASS 223.]

THETR 240 Introduction to World Theatre I @ # (IV)

Fall. 4 credits. R. Schneider.

A survey of the roots of the theatrical representation around the world from ritual practice to classical Greek and Roman theatre as well as Indian, Chinese, Japanese, African, and native performance. A charting of major developments in the theatre—playwriting, acting, staging, architecture—through the seventeenth century.

THETR 241 Introduction to World Theatre II # (IV)

Spring. 4 credits. Prerequisite: THETR 240. R. Schneider.

A survey of the major developments and innovations in world theatre since 1642, exploring the evolution of naturalism, the birth of the director, as well as the emergence of the avant-garde in the West and its supposed demise today. This course examines the impact of colonialism on theatre practices around the world.

[THETR 320 Queer Theatre (also ENGL 352 and WOMNS 320) (IV)

Spring. 4 credits. Limited to 20 students. Not offered 2001–2002. J. E. Gainor.

What is Queer Theatre and did it exist before the politicization of Queer Identity? Starting with the Renaissance in England, we examine dramatic, critical, historical, and other writing as we pose questions about spectatorship, visibility and professionalism. Evening film screenings are required.]

[THETR 322 Russian Drama and Theatre (also RUSSL 332) (IV)

Spring. 4 credits. Not offered 2001–2002. S. Senderovich.

See RUSSL 322 for description.]

[THETR 332 Medieval and Renaissance Theatre (also COM L 332) (IV)

Spring. 4 credits. Prerequisites: THETR 240 or permission of instructor. Not offered 2001–2002. J. E. Gainor.

Besides the discussion of representative plays from these periods, this class may focus on questions such as the staging of medieval drama, the relation between the church and the community, and the ways in which historians and critics have interpreted the Renaissance, especially in light of class, race, and gender on stage as well as in the audience.]

[THETR 333 European Drama 1660–1900: Moliere to Ibsen (also ENGL 335 and COM L 336) (IV)

Spring. 4 credits. Not offered 2001–2002. R. Parker.

See ENGL 335 for description.]

THETR 335 Modern Western Drama, Modern Western Theater: Theory and Practice (also COM L 335 and ART H 338) (IV)

Fall. 4 credits. R. Schneider.

A study of drama and the cultural contexts of its performance from the mid-nineteenth century to the mid-twentieth century in Europe and America. We move from symbolism and naturalism through to constructivism, expressionism, dadaism, futurism, surrealism and on to Brecht and Artaud and a few of their more contemporary descendants. Students engage in performance projects as well as text analysis.

THETR 336 American Drama and Theatre (also ENGL 336 and AM ST 334) (IV)

Fall. 4 credits. Limited to 25 students. Prerequisite: permission of instructor.

J. E. Gainor.

A survey of American theatre from 1900–1960. Emphasis is placed on the relationship among theatre, culture, and history.

THETR 337 Contemporary American Theatre (also ENGL 337) (IV)

Spring. 4 credits. Limited to 20 students. J. E. Gainor.

A survey of American drama and theatre post-1960. Particular emphasis will be placed on plays by women and dramatists of color. We explore questions of identity and theatrical responses to contemporary American culture.

THETR 339 The Avant-Garde: Dead or Alive? (IV)

Spring. 4 credits. Limited to 15 students. R. Schneider.

This class will explore experimental performance today, with concentration on the performative bases of the European and American Avant-Garde in art and in theater. We engage in the debate about whether the avant garde is "dead" or not, based on contemporary examples. We also explore whether or not there was/is an "avant-garde" in other parts of the world—Africa, Japan, India, and so on. We begin by studying the historical avant-garde, but move quickly to the "neo-avant-garde" and to theories and practices of theatrical postmodernism and performative installation art. Students make performative/art work as well as engage in text analysis.

[THETR 345 The Tragic Theater (also CLASS 345 and COM L 344) (IV)]

Spring. 4 credits. Limited to 40 students. Not offered 2001–2002. F. Ahl.

See CLASS 345 for description.]

[THETR 372 English Drama to 1700 (also ENGL 372) # (IV)]

Fall. 4 credits. Not offered 2001–2002. S. McMillin.

See ENGL 372 for description.]

[THETR 373 English Drama from 1700 to the Present (also ENGL 373) (IV)]

Spring. 4 credits. Not offered 2001–2002. S. McMillin.

See ENGL 373 for description.]

[THETR 403 Ritual, Play, Spectacle, Act: Performing Culture (also THETR 603) (IV)]

Fall. 4 credits. Not offered 2001–2002. R. Schneider.

Taking a broad spectrum approach to performance, this course includes anthropological texts on ritual and play, sociological texts on performances in everyday life, literary studies texts on "performatives" in speech and writing, folklore studies on parades and reenactments, psychological and philosophical texts on the role of performance in the formation of identity, as well as standard texts of the theater. We consider the distinctions between play, ritual, spectacle, festival, theater, and the "visual" arts. We explore the differences between spectating and witnessing and examine studies on audience behavior. At the base of our inquiry is the broad issue of the role of representational practices within culture and among cultures. If, as Barbara Meyerhoff has written, we understand ourselves by showing ourselves to ourselves, what role does "showing" have in construction of the selves we seek to understand? Why is postmodern culture often called the "society of the spectacle" (Debord)? If, as Aristotle claimed, we are mimetic creatures at base, which comes first—representation or reality? Looking closely at the notion of "live" art, we weigh theorists who claim that performance is ephemeral and disappearing against those who claim that performance, such as oral history, is resilient and enduring. Students have the opportunity to do fieldwork, create performative works, and engage in scholarly study.]

[THETR 405 Operatic Contacts (also S HUM 405, GERST 404, COM L 408) (IV)]

Fall. 4 credits. Permission of instructor. Limited to 15 students. Not offered 2001–2002. A. Groos.

See Society for the Humanities for complete description.]

[THETR 420 Brecht, Artaud, Mueller, Wilson (also GERST 430 and COM L 430) (IV)]

Fall. 4 credits. Not offered 2001–2002. D. Bathrick.

See GERST 430 for description.]

THETR 423/623 Translation for the Theatre (also COM L 446/646) (IV)]

Spring. 4 credits. Prerequisites: proficiency in language other than English; coursework in dramatic literature, directing, or playwriting. J. E. Gainor.

What is involved in the process of translation for the theatre and what makes a translation effective on stage? What should factor into our selection or creation process for theatrical translations? Using a case-study format for the first half of the term, we examine important dramatic texts in their English translations to consider such issues as humor, colloquial language, political and cultural allusion, poetics, and the use of "literal translation". Dramatists considered may include Aristophanes, Moliere, Chekov, and others. We begin with an overview of translation theory and then move into specifically theatrical concerns, especially from directing, playwriting, and dramaturgical perspectives. The second half of the term functions as a writing workshop; each student selects a script and, bearing in mind our theoretical and practical discussions, works towards developing a playable translation as a final project.

[THETR 424 Elizabethan and Jacobean Drama (also ENGL 425) (IV)]

Fall. 4 credits. Limited to 15 students. Not offered 2001–2002. B. Adams.

See ENGL 425 for a complete description.]

[THETR 425 Introduction to Dramaturgy and Dramatic Criticism (IV)]

4 credits. Prerequisite: THETR 240 and 241, or their equivalents. Limited to 15 students. Not offered 2001–2002. J. E. Gainor.

What is dramaturg? What does a dramaturg do? We examine this position in the theatre in both historical and practical modes. The class is primarily a practicum, involving dramaturgical work on departmental productions, participation with student playwrights on new script development, and practice in the writing of dramatic criticism.]

[THETR 429 Seminar in Theatre History: The Provincetown Players and Greenwich Village Culture, 1915–1922 (also AM ST 430.3 Honors Program; ENGL 426) (IV)]

Fall. 4 credits. Not offered 2001–2002. J. E. Gainor.

This seminar explores a number of artistic, political, and social movements emanating from Greenwich Village in the 'teens and 'twenties, and explore their impact on the evolution of American drama. The Provincetown Players, the theatre company that first showcased O'Neill, Glaspell, Millay, and other important American writers, is the focus of our analysis. The seminar is designed as a case study in the critical practice of cultural studies.]

THETR 431 Theory of the Theatre and Drama (also COM L 433) # (IV)]

Fall. 4 credits. Prerequisite: some theatre history and dramatic literature work at the 300 level or permission of instructor. D. Bathrick.

A survey of dramatic theory and theories of theatrical representation from Aristotle to the present.

[THETR 433 Dramaturgy: Play and Period (also ENGL 435) (IV)]

Fall. 4 credits. Not offered 2001–2002. J. E. Gainor.]

[THETR 435 Special Topics: The Victorian and Edwardian Theatre (also ENGL 422) (IV)]

Fall. 4 credits. Limited to 15 students. Prerequisite: permission of instructor. Not offered 2001–2002. J. E. Gainor.

An in-depth exploration of theatre and drama in England from the mid-nineteenth through early twentieth centuries. Topics include melodrama, the social problem play, the popular stage, the conditions of theatrical production, and the impact of European theatre. Representative authors include Robertson, Pinero, Shaw, Wilde, Robins, Galsworthy, and St. John.]

[THETR 436 The Female Dramatic Tradition (also WOMNS 433) (IV)]

Spring. 4 credits. Not offered 2001–2002. J. E. Gainor.

Is there a "female dramaturgy?" What is the female tradition in the theatre? The course explores these questions through an investigation of texts by women dramatists, including Hrotsvitha, Aphra Behn, and Caryl Churchill, as well as theory by such critics as Sue Ellen Case and Jill Dolan.]

[THETR 438 East and West German Drama (also GERST 438 and THETR 648) (IV)]

4 credits. Not offered 2001–2002. D. Bathrick.

Course covers major historical and textual developments in German theatre from the end of World War II to the present. Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Dürrenmatt, Weiss, Hochhuth, Müller, Braun, Kroeze, Handke, and others) are treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.]

[THETR 439 Theatre of Commodities: Advertising, TV, and Performance (also WOMNS 441/641)]

Spring. 3 credits. Not offered 2001–2002. R. Schneider and A. Villarejo.

This course explores the employment of bodies and objects as representational emblems of value and desire in late capitalism. We analyze the ways in which desire circulates through print advertising, television, and the avant-garde. We examine socio-cultural constructions of the relationship between screen bodies and live bodies, especially as involves advertising and audience. We explore conceptual and culturally inscribed spaces between notions of desire, fulfillment, deferral, and value coding. Throughout, feminist analyses of gender construction and deployment in the realms of the market, popular culture, and "high" art frame our inquiry. Finally we ask questions about the problematic of interventionary tactics in art and popular culture relative to consumption and commodity aesthetics. The

course draws on Williamson, Marx, Benjamin, Freud, Irigaray, de Certeau, Baudrillard, Dienst, Goldman, McClintock, Bordieu, Friedan, Haug, Lee, Fiske, Goffman, Lears, Murray, Taylor, and others as well as numerous print advertisements, television texts, and performance artworks.]

THETR 445 Text Analysis for Production: How to Get from the Text onto the Stage (IV)

Fall. 4 credits. Prerequisite: THETR 240 or THETR 281 or THETR 250 or THETR 398, and permission of instructor. Limited to 15 students. S. Cole.

This course examines the play as the central, essential source for production decisions made by the actor, the director, the designer, and the dramaturg. Students "present" their conclusions about the performance of studied texts through project work as either an actor, director, designer, or dramaturg, as well as through two to three papers.

[THETR 454 American Musical Theatre (also ENGL 454) (IV)]

Spring. 4 credits. Prerequisite: ENGL 272 or THETR 240 and 241 and ability to read music at the level of MUSIC 105. Not offered 2001–2002. S. McMillin. See ENGL 454 for description.]

[THETR 459 Contemporary British Drama (also ENGL 459) (IV)]

Fall. 4 credits. Limited to 15 students. Not offered 2001–2002. S. McMillin. See ENGL 459 for a complete description.]

THETR 461 Asian American and Popular Culture (also AAS 461, AM ST 461, ENGL 461) (IV)

Fall. 4 credits. S. Dave. For description, see AAS 461.

[THETR 470 The Japanese Noh Theater and Modern Dramatists (also ASIAN 470 and COM L 470) @ (IV)]

Fall. 4 credits. Alternates with THETR 471. Not offered 2001–2002. K. Brazell. For description, see ASIAN 470.]

[THETR 471 Japanese Theatre (also ASIAN 471) @ # (IV)]

Fall. 4 credits. Not offered 2001–2002. K. Brazell. For description, see ASIAN 471.]

[THETR 483 Seminar in Comparative Twentieth-Century Anglophone Drama (also ENGL 483) (IV)]

Fall. 4 credits. Some knowledge of classical and avant-garde theories of drama and theatre would be useful, but is not a prerequisite. T 2:30–4:25. Not offered 2001–2002. B. Jeyifo.

The course explores twentieth-century Anglophone drama in diverse areas of the English-speaking world. Through works of Irish, African, Caribbean, and U.S. playwrights like Friel, Soyinka, Fugard, Walcott, and Shange, the seminar is organized around two principal issues: the use of folk, ritual, vernacular, and carnivalesque performance idioms to transform the received genre of Western literary drama and themes of empire, colony, and postcolony in the making of the modern world.]

THETR 600 Proseminar in Theatre Studies

Spring. 4 credits. Limited to Theatre Arts graduate students. An introduction to the theory and methods involved in the study of the theatre. Attention

focuses on pedagogy and the profession in Part I. Part II explores current scholarly trends.

[THETR 637 Seminar in Dramatic Theory (also COM L 638)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001–2002. R. Schneider. Topic varies each semester.]

[THETR 648 East and West German Drama: Post-1945 (also THETR 438 and GERST 438)]

3 credits. Not offered 2001–2002. D. Bathrick.]

[THETR 660 Visual Ideology (also COM L 660 and GERST 660)]

Spring. 4 credits. Not offered 2001–2002. G. Waite. For description, see GERST 660.]

[THETR 679 Bertolt Brecht in Context (also GERST 679 and COM L 679)]

4 credits. Requirements: seminar paper that will form the basis for an oral presentation for class discussion. Not offered 2001–2002. D. Bathrick. See GERST 679 for description.]

[THETR 703 Theorizing Film (also ENGL 703 and FRLIT 695)]

Fall. 4 credits. Not offered 2001–2002. T. Murray. See ENGL 703 for description.]

Acting

THETR 155 Rehearsal and Performance

Fall or spring. 1–2 credits. 1 credit per production experience per semester up to 2 credits per semester. Students must register for the course in the term in which credit is earned. Limited to students who are assigned roles after tryouts at the department's scheduled auditions. Students should add this course only after they have been assigned roles. S-U grades only.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

THETR 205 Rehearsal Workshop

Fall or spring. 2 credits. Limited to 30 students. Prerequisites: participation in a particular department production; and by permission. Staff.

This course enables students participating in a particular production to gain expertise and/or knowledge to contribute to that production. The focus of the class depends on the needs of a particular production (history, choreography, textwork, dramaturgy, etc.).

THETR 280 Introduction to Acting (IV)

Fall or spring. 3 credits. Each section is limited to 16 students. Preregistration and registration only through roster in the department office, 225 Schwartz Center. Staff.

An introduction to the actor's technique and performance skills, exploring the elements necessary to begin training as an actor, i.e., observation, concentration, and imagination. Focus is on physical and vocal exercises, improvisation, and text and character. There is required play reading, play attendance, and some scene study.

THETR 281 Acting I (IV)

Fall or spring. 3 credits. Each section limited to 14 students. Prerequisites: THETR 280 and audition. Registration only through roster in department office, 225 Schwartz Center. 281 is restricted to sophomores and above. B. Milles.

Practical exploration of the actor's craft through improvisation and exercises in physical and psychological action. Scene study using the plays of Williams, Inge, and Miller.

THETR 282 Standard American Stage Speech (IV)

Fall. 3 credits. Prerequisites: THETR 280 and permission of instructor. Limited to 10 students. A. Van Dyke.

An introduction to Standard American Stage Speech. We study various regional American accents and Standard American Stage Speech using the International Phonetic Alphabet (IPA) as a way to designate the vowel, diphthong, and consonant sounds of spoken English. The goal of this course is to learn speech for use in performing Shakespeare, Shaw, Chekhov, Moliere, etc.

THETR 283 Voice and Speech for Performance (IV)

Fall. 3 credits. Limited to 12 students. Primarily for department majors. Prerequisite: permission of instructor. T. Huffman. Registration only through department roster in 225 Schwartz Center. Development of the speaking voice with additional emphasis on dramatic interpretation.

THETR 284 Speech and Dialects for Performance (IV)

Spring. 3 credits. Limited to 10 students. Primarily for department majors or advance undergraduate training program candidates. Prerequisites: THETR 281 and permission of instructor. A. Van Dyke. Development of speech and dialects in dramatic text.

THETR 287 Summer Acting Workshop

Summer. 3 credits. Limited to 16 students in a section. B. Levitt and staff. An introduction to the processes of acting. Practice in training techniques, rehearsal procedures, and methodology.

THETR 380 Acting II (IV)

Fall. 3 credits. Prerequisite: THETR 281 and audition. Limited to 12 students. S. Cole. A continuation of Acting I. Special consideration is given to a physical approach to characterization using the plays of Chekhov and Ibsen.

THETR 381 Acting III: Advanced Scene Study (IV)

Spring. 3 credits. Prerequisite: THETR 380 and audition. Limited to 10 students. Staff. This course focuses on advanced problems in language and period style (movement, bows, curtsies, and period dances). Monologues and scenes are drawn from Shakespeare and Moliere.

THETR 385 Advanced Studies in Acting Techniques (IV)

Spring. 3 credits. Prerequisites: THETR 281, audition, and permission of instructor. Limited to 10 students. Topic varies each semester. May be repeated for credit. B. Milles.

[THETR 387 Movement for the Actor]

Fall. 3 credits. Prerequisites: THETR 281 and permission of instructor. Limited to 10 students. Not offered 2001–2002. Staff.

Physical skills for the actor are developed through work with LeCoq-based Neutral Mask corporeal mime, and physical acting techniques.]

[THETR 415 The History of Acting (IV)]

Spring. 3 credits. Limited to 10 students.
Prerequisites: THETR 380 and permission of instructor. Not offered 2001-2002.
S. Cole.

A study of the art of acting in its historical and cultural context from the Greeks to the early twentieth century, with an emphasis on an analytical understanding of acting methodology in relation to social context. Lectures and film showings, with student papers and presentations required.]

Directing

THETR 177 Student Laboratory Theatre Company

Spring. 1-2 credits.

The Student Laboratory Theatre Company is a group of student-actors who earn credit by acting in three scenes directed by students taking THETR 498. Students enrolling in SLTC for credit will earn 1 credit for 2 projects and 2 credits for 3 projects. SLTC also meets with directors once a week.

THETR 398 Fundamentals of Directing I (IV)

Fall. 3 credits. Limited to 9 students.
Prerequisite: permission of instructor.
Special consideration is given to students who have completed THETR 280 or are intending to continue in the area of stage or screen directing. Students should see instructor one year in advance to sign up for course. D. Feldshuh.

Focused, practical exercises teach the student fundamental staging techniques that bring written text to theatrical life. A core objective is to increase the student's awareness of why and how certain stage events communicate effectively to an audience. Each student directs a number of exercises as well as a short scene.

THETR 498 Fundamentals of Directing II (IV)

Spring. 4 credits. Enrollment strictly limited. Prerequisite: THETR 280 and 398, and permission of instructor. Special consideration is given to students who have completed THETR 280 or are intending to continue in the area of stage or screen directing. Recommended: THETR 250 and 281. D. Feldshuh.

This course builds on the staging techniques learned in Fundamentals of Directing I. In this course each student directs a series of projects and public presentations focusing on specific directorial challenges.

THETR 499 Practicum in Directing

Fall or spring. 1-4 credits. Prerequisites: THETR 240, 250, 280, 398, 498, and permission of instructor. D. Feldshuh.

This course allows the student who has completed the appropriate prerequisites the opportunity to direct a full presentation of theatre in conjunction with a faculty mentor. It may also involve an internship with a prominent director on campus or the opportunity to assist in directing a faculty or guest director.

Playwriting

THETR 348 Playwriting (IV)

Fall. 4 credits. Limited to 12 students.
Prerequisite: permission of instructor.
B. Milles.

Various approaches and techniques are examined as the student is introduced to the art and craft of dramatic writing. The student is required to read dramatic texts, observe theatre productions and rehearsals, and write. The semester culminates in the completion of a 20- to 30-minute one-act play.

[THETR 349 Advanced Playwriting (IV)]

Spring. 4 credits. Prerequisite: THETR 348 or permission of instructor. Not offered 2001-2002. Staff.

A continuation of THETR 348, emphasizing advanced techniques and culminating in the completion of a full-length play.]

[THETR 497 Seminar in Playwriting

1-4 credits. Prerequisite: THETR 348 and 349 and permission of instructor. Not offered 2001-2002. Staff.

This class is an extension of THETR 348 and 349. Students formulate a process for developing a full-length play, which they develop over the course of the semester. The class meetings are made up of discussions about the students' process and creative tactics, and reading of material generated by the playwrights.]

Design, Technology, and Stage Management

Design

THETR 250 Fundamentals of Theatre Design and Technology (IV)

Fall and spring. 4 credits. Not open to first-term freshmen. Limited to 12 students. Registration only through department roster in 225 Schwartz Center. A minimum of one credit of Production Lab (THETR 151 or 251) is strongly recommended concurrently. K. Goetz, R. Archer, E. Intemann.

An introduction to design and technology in the theatre. Lectures, discussion, and project work introduce the principles of designing scenery, costumes, lighting and sound, and the technical process of realizing designs on stage. Students are required to purchase materials, which the instructors will specify (approximate cost, \$40).

[THETR 263 CAD Studio for the Theatre

Spring. 3 credits. Limited to 8 students.
Prerequisite: permission of instructor. Not offered 2001-2002. K. Goetz and selected theatre production faculty and staff.

Students use commercially available 3-D modeling and rendering software to explore the process of designing scenery and lighting for the live theatre. Vectorworks and Photoshop are the primary applications used. Former theatre experience is helpful but not essential.]

[THETR 319 Music, Dance, and Light (IV)]

Fall. 3 credits. Attendance at dance concerts and music concerts is required. Not offered 2001-2002. E. Intemann and A. Fogelsanger.

Artistic values, parameters, and concerns of music (sound design), dance, and lighting

design are compared and contrasted, and the combination of design elements is analyzed in contemporary dance. Includes writing in response to readings, audio and video recordings, and performances. Some classes devoted to creating sound, movement, and lighting.]

THETR 343 Costume History: From Fig Leaf to Vanity (IV)

Fall. 3 credits. Limited to 20 students.
S. Bernstein.

Costume History offers an overview of the history of clothing from the first signs of clothing to the early twentieth century. It investigates personal, social, religious, political, and regional reasons for why and how clothing evolved.

THETR 362 Lighting Design Studio I: Lighting in the Performing Arts (IV)

Fall. 4 credits. Prerequisite: THETR 250 or permission of instructor. Limited to 6 students. E. Intemann.

The theory and practice of lighting design as a medium for artistic expression. This course explores the aesthetic and mechanical aspects of light and their application in the theatre. Artistic style and viewpoint are also covered.

THETR 364 Scenic Design Studio (IV)

Fall. 3 credits. Limited to 10 students.
Prerequisite: THETR 250 and 340 or permission of instructor. Students are required to purchase materials which the instructor will specify (approximate cost: \$50.00). K. Goetz.

An exploration of the process of designing scenery for the live theatre. Projects employ various media to explore dramatic use of architecture, the scenic space, and elements of interior design. Experience in theatre production and graphic skills is helpful but not essential.

THETR 366 Costume Design Studio (IV)

Spring. 3 credits. Students are required to purchase materials which the instructor will specify (approximate cost: \$50). Limited to 10 students. S. Bernstein.

Design of costumes for the theatre, concentrating on script and character analysis, period research, design elements, figure drawing and rendering skills, and an understanding of production style. May be repeated for credit.

THETR 368 Sound Design Studio (IV)

Fall. 3 credits. Limited enrollment to 6 students. Prerequisite: THETR 250 or 252 or permission of instructor. Students are required to purchase supplies (approximate cost \$20). W. Cross.

The use of sound as a medium of design for the theatre; research and creation of the theatrical sound score, digital recording and basic audio engineering techniques with projects in post production studio engineering and live recording. Emphasis is on producing viable sound designs for live theatre events.

THETR 369 Digital Audio Studio (IV)

Spring. 3 credits. Prerequisite: THETR 368. Limited to 6 students. By permission of instructor only. W. Cross.

A project oriented course focusing on current techniques in digital audio recording, editing and processing for theatre, and video production. Students explore Digidesign's Pro Tools multitrack environment, MOTU's Digital Performer including basic MIDI operation and methods of synching audio to video. Some experience with audio recording, music, or video production is helpful but not necessary.

THETR 462 Lighting Design Studio II (IV)

Spring. 4 credits. Prerequisite: THETR 362 or permission of instructor. Limited to 6 students. E. Intemann.

This course concentrates on designing lighting for different genres in various venues, developing the lighting designer as a versatile artist. Personal style and artistic commitment are stressed.

THETR 464 Scene Design Studio II (IV)

Spring. 3 credits. Prerequisite: THETR 364 or permission of instructor. Students are required to purchase materials which the instructor will specify (approximate cost \$50). K. Goetz.

Projects and activities are tailored to the creative and developmental needs of the individual student with emphasis on developing professional standards and practices that would prepare the student for a major design assignment.

Technology**THETR 252 Technical Production Studio I**

Fall. 3 credits. Limited to 6 students. D. Hall and F. Sellers.

Stage Lighting and Sound Technology: the practical aspects of lighting and sound technology including equipment setup, engineering, electrics, organization, recording techniques, and production paperwork are explored through projects, lectures, and class discussions. In addition to twice-weekly class meetings the course requires a laboratory commitment of 50 hours for the semester.

THETR 256 Technical Production Studio II

Spring. 3 credits. Limited to 6 students. Students are required to purchase materials, which the instructor will specify (approximate cost \$50.). Prerequisite: THETR 250 or permission of instructor. Additional hands-on time in prop and paint shops required, to be discussed. A. Mansfield.

Scene Painting: introduction to the basic techniques of painting scenery, including but not limited to the layout and painting of bricks, marble, stone, and wood grain for the theatre. Individual projects in scene painting and participation on paint crew for productions are included. **Stage Properties:** introduction to the processes of propmaking, including furniture construction and upholstery techniques, use of shop tools and materials, period research, and painting and finishing.

THETR 340 Theatrical Drafting and Technical Drawing Studio

Fall. 3 credits. Limited to 6 students. Prerequisite: THETR 250 or permission of instructor. S. Brookhouse.

Implementation of the fundamentals of drafting and technical drawing. Introduction of the concept of an individual style in the approach to drafting for the theatre. Involves a series of projects to familiarize students with the convention and process of visualization and drafting.

THETR 352 Themed Entertainment: The Technical Perspective

Fall. 3 credits. Limited to 12 students. R. Archer.

Exploration into the integration of art and science in today's theme parks and interactive entertainment attractions. Papers, projects, and

discussions deal with planning and development aspects of large-scale entertainment projects including architecture, engineering, construction, and attraction installation. Focus is on the specialized entertainment technologies that make these attractions work: audio and lighting design, ride and show control systems, and special effects.

THETR 354 Stagecraft Studio

Fall. 3 credits. A minimum of 1 credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Prerequisite: THETR 250 or permission of instructor. R. Archer.

An exploration of the techniques and practice of theatre operation, scenic construction, stage mechanics, rigging, painting, and model building.

THETR 356 Costume Construction Studio

Spring. 3 credits. A minimum of 1 credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Prerequisite: THETR 250 or permission of instructor. Lab fee of \$25 to be paid in class. R. MacPike.

A project/lecture/discussion class in costume research, patterning, cutting, construction, and fitting.

THETR 360 Costumes: Special Projects

Fall. 3 credits. R. MacPike.

This course is designed for students who have completed a basic construction class (in THETR, TXA, or other) and are interested in acquiring skills beyond the basic techniques. The objectives are two-fold: (1) to introduce students to areas of costuming that are not taught presently, such as millinery, corsetry, wig-styling, and underpinning-skills, that will make a costume student more marketable after graduation; and (2) to give students the opportunity (and satisfaction) of seeing their work on stage in an actual theatre production at Cornell. Areas of focus for each semester are determined by particular production needs. For example, when we produce a period play like *Amadeus*, where hats and wigs are needed, the students research, explore, and construct them. If we were to produce a Commedia play, students would explore masks (history and construction). Along with the pieces constructed, students are asked to research and record their findings.

Stage Management**THETR 153 Stage Management Production Laboratory I**

Fall and spring. 1-2 credits. May be repeated for credit. Before registering, students must attend an orientation meeting in the Kiplinger Theatre at the Schwartz Center at 7:30 P.M. on the first Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.

Practical experience in theatrical production as assistant stage manager for a dance theatre concert or as a stage manager for readings, Black Box lab productions, or S.L.T.C. under the supervision of the faculty production manager. THETR 370 complements this course.

THETR 253 Stage Management Laboratory II

Fall and spring. 1-4 credits. May be repeated for credit. Before registering, students must attend an orientation

meeting in the Kiplinger Theatre at the Schwartz Center at 7:30 P.M. on the first Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.

Practical experience in theatrical production as assistant stage manager for a season production under the supervision of the faculty production manager. THETR 370 complements this course.

THETR 353 Stage Management Laboratory III

Fall and spring. 1-4 credits. May be repeated for credit. Before registering, students must attend an orientation meeting in the Kiplinger Theatre at the Schwartz Center at 7:30 P.M. on the first Tuesday of classes. Prerequisite: permission of the instructor. P. Lillard.

Practical experience in theatrical production as stage manager for a dance theatre concert or an AUTP production under the supervision of the faculty production manager. THETR 370 complements this course.

THETR 370 Stage Management Studio

Fall. 2 credits. Prerequisite: THETR 250 or 280 or permission of instructor. P. Lillard. Introduction to the concepts and techniques of stage management as they relate to specific areas of production. Development of relevant communication skills and an understanding of the production process as experienced by a working stage manager or assistant stage manager. THETR 153, 253, and 353 complement this course.

THETR 453 Stage Management Laboratory IV

Fall and spring. 1-5 credits. May be repeated for credit. Prerequisite: admission to Advanced Undergraduate Theatre Program. P. Lillard.

Practical experience in theatrical production as stage manager for a season production under the supervision of the faculty production manager.

Production Laboratories**THETR 151 Production Laboratory I**

Fall and spring. 1-3 credits. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 P.M. in the Kiplinger Theatre at the Schwartz Center. P. Lillard, S. Brookhouse, F. Sellers.

This course provides practical experiences in theatrical production. Students can work on scenery, costumes, properties, lighting, or stage crew. No prerequisites or experience required.

THETR 251 Production Laboratory II

Fall and spring. 1-3 credits. Prerequisite: permission of instructor. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 P.M. in the Kiplinger Theatre at the Schwartz Center. P. Lillard, S. Brookhouse, D. Hall, F. Sellers.

Practical experience in theatrical production, as a light board operator, sound board operator, sound technician, head dresser or scenery/props special project.

THETR 351 Production Laboratory III

Fall and spring. 1-3 credits. May be repeated for credit. Prerequisite: permission of instructor. P. Lillard, R. Archer, S. Brookhouse, K. Goetz, D. Hall, E. Intemann, F. Sellers.

Practical experience in theatrical production as a master electrician, assistant technical director, assistant costume shop manager, or assistant to a faculty or guest director or designer.

THETR 451 Production Laboratory IV

Fall and spring. 1-4 credits. May be repeated for credit. Prerequisite: admission to Advanced Undergraduate Theatre Program. P. Lillard, R. Archer, S. Brookhouse, K. Goetz, D. Hall, E. Intemann.

Practical experience in theatrical production, in the position of designer, shop manager, technical director or sound engineer.

Independent Study, Internships and Honors

THETR 300 Independent Study

Summer, fall, or spring. 1-4 credits. Independent Study in the theatre allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study which is available in 225 Schwartz Center.

THETR 485 Undergraduate Internship

Fall, spring, or summer. 1-3 credits. To be eligible to enroll and receive credit for an internship, students must either be majors or be concentrators in the department. Students are responsible for arranging their own internships in consultation with the faculty in their area of choice *prior* to preregistration for the semester in which the internship is planned to take place. To receive credit within this course, the internship must be unpaid. Students must follow the rules and procedures stated in the departmental internship form.

THETR 495 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Theatre, Film and Dance. This course is the first of a two-semester sequence (the second is THETR 496) for seniors engaged in an honors project.

THETR 496 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Theatre, Film and Dance. This course is the second of a two-semester sequence (the first is THETR 495) for students engaged in an honors project.

Film

D. Bathrick, D. Fredericksen (director of the undergraduate program in film), M. Rivchin, A. Villarejo

The study of film began in this department in the 1930s and continues to be based here. In the intervening years, however, it has also spread into a significant number of other departments in the College: Africana studies, anthropology, Asian studies, comparative literature, English, German studies, history, psychology, romance studies, and women's studies. This proliferation of courses has been accompanied by a comparable proliferation of perspectives and faculty concerns, e.g., the relationship of national cinemas to national

literatures and specific cultures, film's relationships to myth and ideology, the use of film as historical evidence, film's efficacy as a rhetorical medium, and film's contribution to perennial issues in aesthetics, the history of the arts, and studies in cognition. The foundational courses in film production and in the history, theory, and criticism of film as an art are centered in this department.

This richness of courses and perspectives is matched by the ways in which students may make film the focus of their undergraduate studies. The three ways currently being used are as follows: (1) majoring in film within the Department of Theatre, Film & Dance; (2) constructing an individually tailored Independent Major in film (including the possibility of placing film in tandem with another medium or discipline); and (3) focusing on film as a College Scholar. Students interested in options 2 or 3 should consult Don Fredericksen (Theatre, Film & Dance) and Lynne Abel (director, College Scholar and Independent Major programs). Students interested in the first option should consult Don Fredericksen (director of the undergraduate program in film). In addition, students should be aware that the College has recently approved a five-course concentration in visual studies, which can be taken independently of, or in conjunction with, a major in film. Students interested in the visual studies concentration should contact Brett deBary, Asian Studies, its director.

Film Major Requirements

The department's film major requires a total of 50 credits in film and related courses. Students should note that a number of film courses—including two required "core" courses: (THETR 375 and 376)—are offered in alternating years. This means that *students cannot fulfill the requirements for the major in less than two years*, and that they should plan accordingly, in consultation with their major adviser. In particular, students must plan to be in residence at Cornell during both their junior and senior year **fall** semesters in order to take THETR 375 and 376. Within the "core" required courses, THETR 274, Introduction to Film Analysis, should be taken during the sophomore year.

Majors wishing to use the production courses in a substantial manner must plan carefully and work within certain limits. These courses are: THETR 277, 377, 383, 477, 478, 493. *Enrollment in each of these courses is limited by the nature of the work and by facilities.* Enrollment in THETR 477, 478, and 493 depends on the quality of previous work in THETR 277, 377, and/or 383; enrollment is not guaranteed. Majors *without* a strong interest in production can complete the production requirement with one course: THETR 277. Majors *with* a strong interest in production should begin instead with THETR 377, after they have taken THETR 274 in their sophomore year. The total credits in production courses cannot exceed 20 hours; this limit is strictly enforced.

1. A core of four film courses:

THETR 274 Introduction to Film Analysis (offered every fall semester) 4

THETR 375 History and Theory of Commercial Narrative Film (offered alternate fall semesters; not offered 2001-2002) 4

THETR 376 History and Theory of Documentary and Experimental Film (offered alternate fall semesters; offered 2001-2002) 4

[THETR 277] Video Production I (offered alternate spring semesters, and some summers; next offered spring 2003) 3

OR

THETR 377 Fundamentals of 16mm Filmmaking (offered three semesters in every four; offered fall 2001 and 2002, and spring 2002) 4

2. One of the following theatre courses:

THETR 250 Fundamentals of Theatre Design/Technology 4

THETR 280 Introduction to Acting 3

THETR 398 Directing I (prerequisite: permission) 3

3. Four courses (15-16 credits) in film offered by Theatre, Film & Dance as below, or by other departments (with consent of adviser):

[THETR 264] Interpreting Hitchcock (Not offered 2001-2002) 4

[THETR 277] Video Production I (next offered spring 2003) 3

THETR 291 Filming Other Cultures (offered spring 2002) 3

[THETR 341] French Film (offered alternate years, not offered 2001-2002) 4

THETR 369 Fast Talking Dames (offered fall 2001) 4

[THETR 378] Soviet Film of 20s and French Film of 60s (offered occasionally; not offered spring 2001-2002) 4

THETR 379 Modern Documentary Film (offered alternate spring semesters; offered spring 2002) 4

THETR 383 Screenwriting (offered every spring semester) 4

[THETR 386] Third Cinema (offered alternate years; not offered 2001-2002) 4

THETR 391 Media Arts Studio I (tentatively scheduled for fall semester 2001) 3

[THETR 392] Media Arts Studio II (not offered spring 2002) 3

[THETR 395] Video: Art, Theory, Politics (offered alternate years; not offered 2001-2002) 4

[THETR 396] German Film (offered occasionally; not offered 2001-2002) 4

AS&RC 435 African Cinema (offered fall 2001) 4

[THETR 450] Rescreening the Holocaust (offered occasionally; not offered 2001-2002) 4

[THETR 455] History of Modern Polish Cinema (offered alternate spring semesters; next offered spring semester 2003) 4

[THETR 473] Film and Spiritual Questions (offered alternate spring semesters; offered spring 2003) 4

THETR 474 Jung, Film, and the Process of Self-Knowledge (offered alternate spring semesters; offered spring 2002) 4

THETR 475 Seminar in the Cinema I (offered every fall semester; topic varies; may be repeated for credit; topic for fall 2001: Narrative Techniques in the New Hollywood) 4

[THETR 476 Seminar in the Cinema II (offered occasionally; not offered spring 2002)] 4

[THETR 477 Intermediate Film and Video Projects: Documentary and Experimental Workshop (offered alternate years; not offered 2001–2002)] 4

THETR 478 Intermediate Film and Video Projects: Narrative Workshop (offered alternate years; offered fall 2001) 4

THETR 493 Advanced Film and Video Projects (offered spring 2002) 4

THETR 653 Myth Onto Film (offered spring 2002) 4

4. 15 credits of related coursework inside or outside the Department of Theatre, Film & Dance (as approved by your major adviser). The courses chosen to fulfill this requirement should reinforce your particular interest in film, and will not necessarily be film courses per se. For example, a student interested in the psychology of film, or in ethnographic film, or in film vis-a-vis intellectual or social history, will be encouraged to choose "related course work" in those areas.
5. *With a grade of less than C, a course cannot be used toward the major.*
6. Course work in production cannot exceed 20 credit hours.

Honors

Students who have maintained a GPA of 3.5 in their film major courses, and an average of 3.0 in all courses, may elect to work for honors in film during their senior year. They must consult with their adviser in the spring of their junior year about the honors program in film. Honors projects are possible in filmmaking, screen writing, and film analysis.

The Advanced Undergraduate Filmmaking Program

The department offers advanced study in filmmaking to students who qualify on the basis of outstanding achievement in film studies and film production courses. Acceptance to the AUPF and admission to the advanced film production course (THETR 493) will be determined by a committee of film faculty in December of each year, based on applications from students who have a proposal (script or treatment) for a film or video project. Up to four such students will also be selected to receive the Melville Shavelson Award to help fund their advanced film projects.

Film Study Abroad

The College of Arts and Sciences, through this department and in consort with a number of other American colleges and universities,

offers up to a full year of study at the Paris Center for Critical Studies. The center's program is theoretical, critical, and historical. It is most useful to students whose major interest is in the academic study of film and serves as an intensive supplement to Cornell's film courses. Fluency in French is required. THETR 274 and 375 are prerequisites. Inquiries should be addressed to Professor Fredericksen, Cornell's liaison with the center.

Film majors may also complement their Cornell film studies with work in the Intermediate and Advanced Film and Television Programs of the British American Film in London. Direct inquiries to Professor Fredericksen.

[THETR 264 Interpreting Hitchcock (also ENGL 263) (IV)]

Fall. 4 credits. Limited to 20 students. Not offered 2001–2002. L. Bogel.
See ENGL 263 for complete description.]

THETR 274 Introduction to Film Analysis: Meaning and Value (also THETR 674) (IV)

Fall. 4 credits. Limited to 40 students. Graduate students should enroll in THETR 674. D. Fredericksen.

An intensive consideration of the ways films generate meaning and of the ways we attribute meaning and value to films. Discussion ranges over commercial narrative, documentary, and personal film modes. Prospective film majors should enroll in their sophomore year.

[THETR 277 Video Production I]

Spring. 3 credits. Offered alternate years and occasionally in summer. Limited to 12 students. Permission of instructor. Open to sophomores, juniors, and seniors. Next offered spring 2003. M. Rivchin.

A hands-on, beginning video production course using Super-VHS cameras and editing equipment. Students learn camera, lighting, sound recording, editing, and digital effects through a series of technical exercises. Students develop two short, original video projects to be shown publicly at the end of the semester. A \$100 equipment maintenance fee per student is collected in class. Cost for videotape approximately \$50–100.]

THETR 291 Filming Other Cultures (also THETR 691 and ANTHR 291/691) @ (IV)

Spring. 4 credits. Limited to 20 students, with preference given to those who have taken either ANTHR 102 or THETR 274. Fee for screening and maintenance, \$35. R. Ascher.

For description, see ANTHR 291.

THETR 329 Political Theory and Cinema (also GERST 330, COM L 330 and GOVT 370) (III or IV)

Fall. 4 credits. G. Waite.
For description, see GERST 330.

[THETR 341 French Film (also FRLIT 336) (IV)]

Spring. 4 credits. Offered alternate years; not offered 2001–2002. T. Murray.
For description, see FRLIT 336.]

THETR 369 Fast-Talking Dames: Hollywood Comedy (also ENGL 369) (IV)

Fall. 4 credits. L. Bogel.
See ENGL 369 for complete description.

[THETR 375 History and Theory of the Commercial Narrative Film (IV)]

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite for film majors THETR 274. Offered alternate years; next offered fall 2002. A. Villarejo.

Consideration of the broad patterns of narration in the history of the commercial narrative film. Emphases are placed on the early articulation of a cinematic means of narration, realism as an artistic style, the nature and functions of popular film, and the modes of modernist and post-modernist "art cinema" narration.]

THETR 376 History and Theory of Documentary and Experimental Film (IV)

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: THETR 274 is strongly recommended, but not required. Offered alternate years; offered fall 2001. A. Villarejo.

Covers first the history and theory of documentary film up to the end of World War II. Second we cover the history and theory of the experimental and personal film forms in Europe and the United States.

THETR 377 Fundamentals of 16mm Filmmaking (IV)

Fall 2001 and spring 2002. 4 credits. Limited to 12 students. Intended for juniors and seniors (who may need to sign up a year or more in advance) with priority given to film majors. Prerequisite: THETR 274 (or higher-level film studies course) and permission of instructor. Equipment fee, \$100 (paid in class). The average cost to each student for materials and processing is \$400. M. Rivchin.

A hands-on course in the basics of 16mm filmmaking techniques, requiring no prior production experience, emphasizing creative development of filmic ideas through critical discussion. Students may explore narrative, experimental, documentary, animation, and abstract genres, producing short exercises and a final sound film project (8–12 minutes) to be screened publicly.

[THETR 378 Soviet Film of the 1920s and French Film of the 1960s (IV)]

Spring. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: THETR 375 is strongly recommended, but not required. Offered occasionally; not offered 2001–2002. D. Fredericksen.

An intensive treatment of two distinct periods of radical innovation in film theory and history. Emphasis is on the animated relationship between theory and filmmaking during these two decades. Major figures include Eisenstein, Pudovkin, Vertov, Kuleshov, Dovzhenko, and Room, in the Soviet 1920s; Godard, Truffaut, Resnais, Rohmer, Tati, Rouch, Bresson, and Bazin in the French 1960s.]

THETR 379 Modern Documentary Film (IV)

Spring. 4 credits. Prerequisite: THETR 376 is strongly recommended but not required. Fee for screening expenses, \$10 (paid in class). Offered alternate spring semesters; offered spring 2002. D. Fredericksen.

An intensive consideration of canonical documentary films from 1945 to the present. Emphases are on the documentary film as an artistic form with a distinct history and set of theoretical questions, as a sociopolitical force, as an ethnographic medium within and

without a filmmaker's culture, and as a televised medium of persuasion and expression.

THETR 383 Screenwriting (IV)

Spring. 3 credits. Prerequisites: THETR 274 and 377, or permission of instructor. Limited to 12 students. Staff.

Exercises in various genres of screenwriting. Note: this class is an intensive writing course that demands a great deal of outside work.

[THETR 386 Third Cinema (IV)]

Spring. 4 credits. Prerequisite: previous course in film history or analysis helpful, though not mandatory. Offered alternate years. Not offered 2001-2002; next offered spring 2003. A. Villarejo.

This course explores postcolonial film and video through the rubric of "third cinema." We investigate the diverse historical, national, political, and generic commitments of films from Africa, South Asia, Latin America, the United States and the United Kingdom (Sembene, Ray, Brocka, etc.). Readings in film and postcolonial theory guide our critical analyses of the films.]

THETR 391 Media Arts Studio I (also ART 391, ARCH 459, MUSIC 391) (IV)

Fall (tentative). 3 credits. Prerequisite: permission of instructor and junior-level standing required, minimum THETR 377 or 277, or dance studio courses. \$50 equipment fee (to be paid in class). Participating faculty include: M. Rivchin, THETR; M. Lyons, ART; J. Zissovici, ARCH; D. Borden, MUSIC.

A collaborative interdisciplinary studio course in a variety of digital and electronic media, including art, architecture, music, dance, film, and video. Group projects and discussions also investigate the artistic and interactive potential of a high-speed intranet connecting arts spaces on campus, by creating virtual and performative events.

[THETR 392 Media Arts Studio II (also ART 392, ARCH 392, MUSIC 392) (IV)]

Spring (tentative). 3 credits. Preference given to those who completed Media Arts Studio I. See THETR 391 for prerequisites. \$50 equipment fee (paid in class). Offered occasionally; not offered 2001-2002. Participating faculty include: M. Rivchin, THETR; M. Lyons, ART; J. Zissovici, ARCH; D. Borden, MUSIC.

A continuation of Media Arts Studio I. A collaborative interdisciplinary studio course in a variety of digital and electronic media, including art, architecture, music, dance, film, and video. Group projects and discussions also investigate the artistic and interactive potential of a high-speed intranet connecting arts spaces on campus, by creating virtual and performative events.]

[THETR 395 Video: Art, Theory, Politics (also ENGL 395) (IV)]

Fall. 4 credits. Offered alternate years; not offered 2001-2002. T. Murray.

For description, see ENGL 395.]

[THETR 396 German Film (also COM L 396 and GERST 396) (IV)]

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final. Offered occasionally; not offered 2001-2002. D. Bathrick.

This course explores German film from the Weimar and Nazi periods to the present in

relation to the cultural and sociopolitical context of which it was a part. Readings and lectures are devoted to formal and cultural developments historically as well as interpretive analysis of selected individual films.]

[THETR 450 Rescreening the Holocaust (also COM L 453 and GERST 449) (IV)]

Spring. 4 credits. Offered alternate years; not offered 2001-2002. D. Bathrick.

Rescreening the Holocaust offers a survey of the major films dealing with the Holocaust beginning with *Night and Fog* (1955) and including such films as *Holocaust*, *Schindler's List*, *Shoah*, *Life is Beautiful*, *Sophie's Choice*, *Jacob the Liar*, *The Diary of Anne Frank*, *Kapo*, *My Mother's Courage*, and others. The course focuses on major issues of debate around the possibilities and limits of representing the Holocaust cinematically as well as questions more specifically concerning commercialization, fictionalization, trivialization, documentation, visualization, and narrativization in the making and distributing of films about this event. What are the concerns that have arisen over the years concerning the dangers of aestheticizing the Holocaust in works of literature and the visual arts? Is it possible to employ a comedic narrative to deal with such a topic, and, if so, what are the benefits or potential problems of such an approach? Is the very treatment of such a topic within the framework of the Hollywood entertainment industry itself a violation of respect for those who perished? The title of the course suggests a methodological approach which emphasizes the notion that screenings of the Holocaust are at the same time often re-screenings, to the extent that they are built on, presuppose, or even explicitly cite or take issue with earlier cinematic renderings.]

[THETR 455 History of Modern Polish Film (IV)]

Spring. 4 credits. Prerequisite: some previous film analysis coursework. Offered alternate years; next offered spring 2003. D. Fredericksen.

Analysis of Polish film from 1945 to the present, within the context of Poland's post-war history. Topics include the period of socialist realism, the so-called "Polish School" (1956-1962), the cinema of moral anxiety, Solidarity cinema, and the Polish documentary tradition. Key directors to be considered include Ford, Wajda, Munk, Polanski, Skolimowski, Zanussi, Falk, Piwowski, Bugajski, Krzystek, Kijowski, Zaorski, Kieslowski, and Lozinski. Some attention is given to the development of Polish film theory. The extra-filmic context is set by such works as Norman Davies *Heart of Europe*, Czeslaw Milosz' *The Captive Mind*, and Eva Hoffman's *Exit into History*.]

[THETR 473 Film and Spiritual Questions (also RELST 473 and College Scholar Seminar) (IV)]

Spring. 4 credits. Limited to 20 students. Offered alternate spring semesters; next offered spring 2003. D. Fredericksen.

The use of film as a medium for the expression of spiritual questions has a long and rich history, although little attention is given to this fact in contemporary film studies. This seminar examines films and writings by filmmakers who are so inclined, including Baillie, Gardner, Bergman, Dreyer, Bresson, Godard, Scorsese, Brakhage, Belson, Whitney, Rouquier, Newby, Kubrick, and Bae Yong-Kyun. Special attention is given to the work of

Andrey Tarkovsky, the Russian film director and theorist. Readings include Tarkovsky's *Sculpting in Time*, Grof's *The Cosmic Game*, Eliade's *The Sacred and the Profane*, Edinger's *The Christian Archetype*, Schrader's *Transcendental Style in Film*, and Warren and Locke's *Women and the Sacred in Film*.

THETR 474 Jung, Film, and the Process of Self-Knowledge (also College Scholar Seminar) (IV)

Spring. 4 credits. Limited to 20 students.

Offered alternate spring semesters.

D. Fredericksen.

"Know thyself" is one of the oldest and most enduring imperatives of the human spirit, and the *raison d'être* for liberal studies. This seminar traces in some detail the Jungian approach to this imperative and then tests its critical capacities with respect to films by Fellini (*8 1/2*), Bergman (*Persona*), and Roeg (*Walkabout*). Readings include Jung's *Memories, Dreams, Reflections*, *Two Essays in Analytical Psychology*, *Archetypes and the Collective Unconscious*, and Murray Stein's *In Midlife*.

THETR 475 Seminar in the Cinema I (IV)

Fall. 4 credits. Limited to 20 students.

Prerequisite: THETR 264 or 274 or 375 or permission of instructor. D. Fredericksen.

Topic for fall 2001: Narrative Techniques in the New Hollywood. An intensive study of the "modern classicism" of Hollywood narrative filmmaking, to include *Toolsie*, *Desperately Seeking Susan*, *Amadeus*, *The Hunt for Red October*, *Parenthood*, *Alien*, *Back to the Future*, *The Silence of the Lambs*, *Groundhog Day*, and *Hannah and Her Sisters*. Readings will include Thompson's *Storytelling in the New Hollywood*, Bordwell's *Narration in the Fiction Film*, and Prince's *Hollywood Under the Electronic Rainbow*, 1980-1989.

[THETR 476 Seminar in the Cinema II

Spring. 4 credits. Limited to 20 students.

Offered occasionally; not offered 2001-2002. Staff.]

[THETR 477 Intermediate Film and Video Projects: Documentary and Experimental Workshop (IV)]

Fall. 4 credits. Limited to 8 students.

Prerequisites: THETR 377 or 277 as minimum production; preference given to those who have taken THETR 376 (History and Theory of Documentary and Experimental Film), 379 (Modern Documentary Film), 386 (Third Cinema), or 291/691 (Filming Other Cultures); and permission of instructor based on project proposals. Equipment fee: \$100 (paid in class). Film projects costs: \$300-1,000; video \$100-200. Not offered 2001-2002. M. Rivchin.

An intensive course in 16mm filmmaking and digital video in which each student develops a significant documentary or experimental project both critically and creatively. Readings, discussions, and exercises are designed to increase the student's knowledge and practice of: cinematography, lighting, sync-sound filming, and editing techniques; working with labs and sound houses; digital video camera; and both analog and nonlinear (AVID) digital editing.]

THETR 478 Intermediate Film and Video Projects: Narrative and Experimental Workshop (IV)

Fall. 4 credits. Limited to 8 students. Prerequisites: THETR 377 or 277 as minimum production; and THETR 383 (Screenwriting) or 398 (Directing I), and permission of instructor based on proposals. Equipment fee: \$100 (paid in class). Film projects costs: \$500–1,500; video \$100–200. M. Rivchin.

An intensive course in 16mm filmmaking and digital video in which each student develops a significant, original narrative script project which he or she then directs, shoots in crews, and edits. Student may opt for narrative documentary or experimental work as well. Readings, discussions, and exercises are designed to increase the student's knowledge and practice of: directing (one exercise is in coordination with Directing II class); cinematography, lighting, sync-sound filming, and editing techniques; working with labs and sound houses; digital video camera; and nonlinear (AVID) editing.

THETR 493 Advanced Film and Video Projects (IV)

Spring. 4 credits. Limited to 6–8 students. Prerequisite: minimum THETR 377 or 277, preference to those who have taken 477 or 478; recommended: 383 (Screenwriting) and 398 (Directing I). Equipment fee: \$100. Project costs: \$500–2000, unless group project is funded by the Melville Shavelson fund. M. Rivchin.

This is a third-level film production course in which the entire class produces, directs, and edits a larger sync-sound film project from a prize-winning student screenplay. After a pre-production period including script analysis and directing practice through scene work, students are either selected as or rotate as directors, cinematographers, and sound recordists. They prepare auditions, casting and production management and scheduling. Students may shoot in sync-sound 16mm film or video, working on a specific budget, and will co-edit the film, learning the Avid for digital editing, sound mixing, and so on. The final project is screened publicly at the end of the semester.

THETR 653 Myth Onto Film

Spring. 4 credits. R. Ascher. For description, see ANTHRO 653.

THETR 674 Introduction to Film Analysis: Meaning and Value

Fall. 4 credits. Limited to 10 graduate students. D. Frederickson.

An intensive consideration of the ways films generate meaning and of the ways we attribute meaning and value to films. Discussion ranges over commercial narrative, documentary, and personal film modes. Graduate students who intend to teach film at the undergraduate level are especially welcome. In addition to full participation in the work of THETR 274, graduate students will read and discuss in tutorials Dudley Andrew's *The Major Film Theories* and Francesco Casetti's *Theories of Film 1945–1995*.

THETR 691 Filming Other Cultures (also THETR 291 and ANTHR 291/691)

Spring. 4 credits. Fee for film screening and maintenance, \$35. R. Ascher. THETR 691 meets simultaneously with THETR 291/ANTRO 291/691. For topics and issues addressed, please see the description under

ANTHR 291. Additionally, all graduate students review widely distributed films of general interest, for example, Werner Herzog's *Where the Green Ants Dream*, and, in consultation with the instructor, review films related to their special interests and major field of study.

[THETR 699 German Film Theory (also GERST 699 and COM L 699)]

Fall. 4 credits. Offered every fourth year.

Not offered 2001–2002. D. Bathrick.

This course critically examines major German film theories from the Weimar period to the present. Works by Balazs, Arnheim, Kracauer, Benjamin, Adorno, Horkheimer, Kluge, Syberberg, Koch, Elsaesser, and others are discussed in relation to the context in which they emerge as well as current debates in film theory.]

Dance

Faculty: J. Chu, A. Fogelsanger (director of undergraduate program in dance), J. Kovar, J. Morgenroth, J. Self, B. Suber.

PLEASE NOTE: Courses offered in fall 2001 will still carry the designator THETR; courses offered in spring 2002 will carry the new designator DANCE.

The dance program offers courses in dance technique, improvisation, composition, performance, anatomical analysis of movement, dance technology, and the history, theory, and criticism of dance. Technique courses include introductory dance technique, modern dance at three levels, and ballet at three levels. Other dance forms, such as Japanese Noh, Indian dance, and Javanese dance, are offered on a rotating basis. Courses in African and ballroom dance, taken through the Physical Education program, supplement these offerings. Technique courses develop strength, flexibility, coordination, and the ability to perceive and reproduce phrases of dance movement with clarity of rhythm, body design, and expression. The more advanced courses require the ability to perform complex phrases in various styles. Students may earn up to eight academic credits (one each semester) in technique courses. Students may also satisfy the physical education requirement by taking dance technique courses in the dance program. Students taking technique for academic credit must also register through their own colleges. Students who wish to enroll in nonintroductory level dance technique courses must attend a placement class. Placement classes are offered at the beginning of each semester. The schedule for all dance technique courses and placement classes is available in the main office of the Sheila W. and Richard J. Schwartz Center for the Performing Arts.

The faculty offer rehearsal and performance workshops in which they choreograph and rehearse original dances, performed in public concert. Admission to rehearsal and performance courses is by permission. Students may receive one academic credit (S-U grades only) when performing in student-faculty concerts by registering for THETR 155 (fall 2001) or DANCE 155 (spring 2002).

The Dance Major

Note: All courses designated DANCE below will still carry the THETR designator during the fall 2001 semester.

To be admitted to the major, students must have completed two technique courses in modern dance or ballet at level II or above, DANCE 210 (Beginning Dance Composition), and one semester DANCE 212 (Music Resources I), concurrently with DANCE 210. It is recommended that students take DANCE 201 (Dance Improvisation), the optional THETR 250 (Fundamentals of Theatre Design and Technology), and the optional music course before the junior year. The following requirements are expected of the major.

Prerequisites for the Major:

DANCE 210 Beginning Dance Composition (offered every semester) 3

DANCE 212 Music Resources I (offered every semester) concurrently with DANCE 210 1

Two technique courses in modern dance or ballet at level II or above 2

TOTAL 6

Requirements for the Major: Credits

Two semesters each of ballet and modern dance (in addition to the prerequisite) 4

One academic or studio course in non-western form 0–4

DANCE 155 Rehearsal and Performance 1

DANCE 201 Dance Improvisation (offered every spring semester) 1

DANCE 233 Explorations in Movement and Performance (offered every fall semester) 1

Two courses from the following approved list selected in consultation with the student's advisor: 6–8

One of **MUSIC 103** Into to World Music I: Africa and the Americas, **MUSIC 104** Intro to World Music II: Asia, **MUSIC 105** Introduction to Music Theory (or substitute at the appropriate level), **MUSIC 107** Hildegard to Handel, **MUSIC 108** Mozart to Minimalism;

THETR 250 Fundamentals of Design and Technology;

DANCE 258 Techno Soma Kinesics (offered every spring semester);

[**DANCE 319** Music, Dance & Light (offered alternate fall semesters, not offered 2001–2002)];

[**DANCE 413** Film and Performance (offered occasionally; not offered 2001–2002)].

DANCE 310–311 Intermediate Dance Composition (offered every semester) 6

DANCE 312 The Moving Body (offered every fourth or fifth semester; offered fall 2001) 3

DANCE 314–315 Western Dance History (offered alternate years; offered 2001–2002) 8

DANCE 323 Music Resources II (offered every spring semester) 2

[**DANCE 418** Seminar in Dance Studies or other 400-level academic dance course (offered alternate years; not offered 2001–2002)] 4

DANCE 491 Senior Project (year-long course offered every year) 6

Total 42–48

Students will be expected to perform in at least two concerts and to present at least two of their own dances, in addition to the senior project.

Honors

Students who have maintained a GPA of 3.5 in classes for the dance major and an average of 3.0 in all courses may elect to work for honors in dance during their senior year. They must consult with their adviser in the spring of their junior year about the honors program in dance.

Courses

Note: All courses designated DANCE below which are offered in Fall 2001 will still carry the THETR designator. The DANCE designation becomes effective in Spring 2002.

Movement Technique

The courses DANCE 122, 125, 231, 232, 233, 303, 304, 306, 307, 308, 309, and 316 are co-listed in the Department of Physical Education (PE) and the Dance major (DANCE) of the Department of Theatre, Film & Dance. Students may register for these courses either through PE in order to satisfy the university's physical education requirement or through DANCE for 0 or 1 academic credit, *with a limit of 1 credit per semester and 8 credits total*. Students may not get DANCE and PE credit simultaneously for the same course.

The technique course co-requisite for DANCE 210, 310, 311, 410, and 411 may be fulfilled by DANCE 122, 231, 232, 233, 303, 304, 306, 308, 309, and 316. Students who wish to enroll in a non-introductory level technique course (DANCE 231, 232, 303, 304, 306, 308, 309, and 316) must attend a placement class; pre-enrollment is not allowed. A placement class is held at the beginning of each semester; please contact the department registrar for more information.

Note: All DANCE listings were formerly listed as THETR under the same numbers.

DANCE 122 Dance Technique I (also PE 160)

Fall and spring. 0 to 1 credit. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall: J. Chu and J. Self; spring: J. Chu and J. Kovar. Entry level class. Covers the fundamentals of elementary dance training. Movement sequences focusing on rhythm, placement, and vitality of performance through an anatomically sound dance technique.

[DANCE 125 Introduction to Tap Dancing (also PE 170)]

Fall. 0 to 1 credit. Satisfies the PE requirement if taken as PE. Not offered 2001-2002. This introduction to tap dancing is designed for beginners who have no previous experience with the genre. We begin with basic heel, toe, and ball work before progressing logically to the shuffle, the flap, and their concomitant variations. As one of our goals in tap dancing is to realize (just a few of) the body's percussive possibilities, uninhibited ankles and a sense of rhythm are strongly recommended.]

DANCE 155 Rehearsal and Performance

Fall and/or spring. 1-2 credits. 1 credit per production experience per semester up to 2 credits per semester. Students must register for the course in the term in which the credit is earned; requests for retroactive credit will not be honored. Limited to students who are cast in faculty-choreographed dances. Students may add this course only after they have been assigned roles. S-U grades only.

Course includes the study, development, and performance of roles in departmental dance productions.

DANCE 231 Dance Technique II/ Ballet (also PE 161)

Spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber. Beginning Ballet technique intended for students with some dance training. Includes all basic barre and centre work focusing on presence and presentation.

DANCE 232 Dance Technique II/Modern (also PE 162)

Fall and spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall, J. Kovar; spring, J. Morgenroth. Beginning Modern technique intended for students with some dance training. Material covered includes specific spinal and center work with attention to rhythm, design, and movement expression.

DANCE 233 Explorations in Movement and Performance (also PE 168)

Fall. 0 or 1 credit. Limited to 16 students. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Self. A physically demanding exploration into various movement realms. Specific subjects covered are genderized movement, erotic power, spiritual power, ritual, and performance. Techniques include extensive use of breath, animal movement, improvisation, and group games. This course requires an eagerness to investigate the nature of performance and explore unfamiliar territory in movement.

DANCE 303 Dance Technique Workshop (also PE 167)

Fall. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. J. Self. This class goes beyond the conventional modern dance class and looks into the very nature of technical training for dancers by studying and investigating a variety of movement forms including yoga, improvisation, classical, and modern western dance.

DANCE 304 Dance Technique III/Ballet (also PE 163)

Spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber. Intermediate Ballet technique. Work is done on strengthening the body through a movement technique emphasizing presence and musicality based on harmonic muscular control.

DANCE 306 Dance Technique III/Modern (also PE 164)

Fall and spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall, J. Morgenroth; spring, J. Chu. Intermediate modern technique focusing on rhythm, placement, and phrasing for students who are prepared to refine the skills of dancing. Students are challenged by complex phrases and musicality.

DANCE 307 Asian Dance and Dance Drama (also PE 427)

Sec. 01. Indian Dance. 0, 1, or 3 credits. Satisfies the PE requirement if taken as PE. Fall, D. Bor. This course is designed to give the student a practical working knowledge of Indian classical dance, specifically in the indigenous style of Orissa known as Odissi. The technique strengthens the body and develops grace, rhythmic expression, and dexterity that can benefit all forms of dance.

[Sec. 02. Japanese Noh Theatre. Not offered 2001-2002.]

[Sec. 03. Indonesian Dance Theatre. Not offered 2001-2002.]

DANCE 308 Dance Technique IV/Modern (also Physical Education 166)

Fall. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. J. Chu. Advanced and pre-professional Modern technique. A continuation of and supplement to DANCE 306.

DANCE 309 Dance Technique IV/Ballet (also PE 165)

Fall. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber. Advanced and pre-professional Ballet technique. A continuation of and supplement to DANCE 304.

DANCE 316 Dance Technique IV/Western Classical (also PE 172)

Spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. J. Self. This course is new in the sense that it blends contemporary modern technical forms and "borrowed" traditional ballet forms into a hybridized mix of "contemporary western classical" technique, emphasizing speed in the feet and legs, flexibility in the trunk and upper body, and the ability to quickly change and reverse directions. Includes extensive use of the barre.

[DANCE 317 Asian Dance II

0, 1, or 3 credits. Prerequisite: DANCE 307 or previous training in Odissi Classical Dance. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Not offered 2001-2002. The continuation of DANCE 307, Odissi Classical Dance. Emphasis is mainly on choreography as well as continuing to refine and perfect the basic movements learned in the preliminary course. Meets twice weekly for movement classes; an extra class will be arranged to learn the art of makeup.]

Dance Composition

DANCE 201 Dance Improvisation

Spring. 1 credit. Limited to 12 students. Attendance at dance concerts is required. J. Morgenroth.

When the body knows when, where, and how to move without prior direction, we call that improvisation. This course coaxes inspiration, seeking to make it reliable and to keep it surprising. It offers the possibility of "training" one's movement instincts to respond relevantly and with spontaneity. Solo and group forms are covered. Live musical accompaniment.

DANCE 210 Beginning Dance Composition (IV)

Fall and spring. 3 credits. Concurrent enrollment in DANCE 212 and a dance technique class at the appropriate level is required. Attendance at dance concerts is required. Fall, J. Chu; spring, J. Self.

Weekly assignments in basic elements of choreography. Students compose and present short studies that are discussed and reworked. Problems are defined and explored through class improvisations. Informal showing at end of semester.

DANCE 211 Dance Movement Workshop (IV)

Summer. 3 credits. Limited to 15 students. For students with varied levels of training, including those with no experience. J. Kovar.

Students explore new ways of moving and creating dances and prepare short studies each week based on material covered in class. Modern dance technique, improvisation, and composition are covered. Students observe and discuss the main concerns of contemporary performance from the artist's/performer's perspective. Viewings of films, videotapes, and live performances.

DANCE 212 Music Resources I

Fall and spring. 1 credit. MUSIC 105 is recommended as a prerequisite but not required. Attendance at dance concerts and music concerts is required.

A. Fogelsanger.

Intended to expand choreographers' music vocabulary and skills through a survey of contemporary music for dance, the study of music and dance collaborations, and rhythm studies. Includes discussing and writing about concerts, recordings, and videotapes. May include rehearsing and performing music or dance. Concentrates especially on the related ideas of counterpoint, polyphony, and simultaneity with regard to music, dance, the two considered together, and other arts singly and in combination. This is a co-requisite for THETR 210/DANCE 210 but other students are welcome.

DANCE 310 Intermediate Dance Composition I (IV)

Fall and spring. 3 credits. Prerequisite: DANCE 210. Concurrent enrollment in a technique class at the appropriate level is required. Fall, B. Suber; spring, J. Self.

Intermediate choreographic projects are critiqued in progress by faculty and peers. Consideration of design problems in costuming and lighting.

DANCE 311 Intermediate Dance Composition II (IV)

Fall and spring. 3 credits. Prerequisite: DANCE 310 and DANCE 323, though DANCE 323 may be taken concurrently.

Attendance at dance concerts is required. Concurrent enrollment in a dance technique class at the appropriate level is required. Fall, B. Suber; spring, J. Self.

A continuation of DANCE 310.

DANCE 323 Music Resources II

Spring. 2 credits. Prerequisite: DANCE 212. MUSIC 105 is strongly recommended as a prerequisite but not required. Attendance at dance concerts and music concerts is required. DANCE 212 and DANCE 323 together count as a course for purposes of graduation. A. Fogelsanger.

Intended to expand choreographers' conceptions of music and its uses for dance, including serving as a source for ideas of choreographic organization. A continuation of DANCE 212 in its survey of contemporary music for dance and the study of music and dance collaborations, but also includes examples from film and the plastic arts. Reading topics include criticism and aesthetics of dance, music, and the arts in general. Includes discussion of and writing about concerts, recordings, and videotapes. May include rehearsing and performing music or dance. Concentrates especially on minimalism and polystylism in music, dance, the two considered together, and other arts singly and in combination.

DANCE 410 Advanced Dance Composition I (IV)

Fall and spring. 3 credits. Prerequisite: DANCE 311. Concurrent enrollment in a technique class at the appropriate level is required. Attendance at dance concerts is required. Fall, B. Suber; spring, J. Self.

Students work on advanced choreographic problems, to be presented in performance. Work in progress is critiqued by faculty on a regular basis.

DANCE 411 Advanced Dance Composition II (IV)

Fall and spring. 3 credits. Prerequisite: DANCE 410. Concurrent enrollment in a technique class at the appropriate level. Attendance at dance concerts is required. Fall, B. Suber; spring, J. Self.

A continuation of DANCE 410.

DANCE 491 Senior Project in Dance

Fall and spring. 6 credits per semester. Prerequisite: DANCE 311. This course is limited to senior dance majors only.

Students who take this course create a project in choreography and performance, dance, film or video, dance pedagogy, or other appropriate area agreed on with a member of the dance faculty. In addition, there is a 1–15 page paper which expands their work into a theoretical or historical context.

History, Criticism, and Theory

DANCE 312 The Moving Body: Form and Function (IV)

Fall. 3 credits. J. Morgenroth.

This course examines the bodily systems involved in human movement with particular attention to dance movement. Readings in texts on human anatomy, physiology and kinesiology. We will emphasize the relationships between bodily form and function. Includes guest lectures by experts in anatomy and health areas. Practical analyses of human movement. Demonstration of dissection.

DANCE 314 Western Dance History I: Classical Ballet History as a Reflection of Western Ideology # (IV)

Fall. 4 credits. Attendance at dance concerts is required. B. Suber.

A critical survey of the history of classical ballet defining elements of classicism and determining why ballet is defined as classical. Through texts, videotapes, and live performance, the class explores how ballet has perpetuated or confronted social issues of race, class, gender, sexuality, the body, and abuse.

DANCE 315 Western Dance History II: History of Modern Dance (IV)

Spring. 4 credits. Attendance at dance concerts is required. J. Chu.

This class studies the course of modern dance in the twentieth-century United States. We examine each generation of dancers, starting with Isadora Duncan and ending with performers emerging today. Issues of gender, cultural identity, elitism, and democracy are discussed.

[DANCE 418 Seminar in Dance Studies (IV)]

Spring. 4 credits. Not offered 2001–2002.]

DANCE 490 Senior Paper in Dance

Fall and spring. 4 credits. Prerequisite: DANCE 418, senior standing. Attendance at dance concerts is required.

Under faculty direction, the students write a senior paper in dance history, criticism, or theory.

Interdisciplinary Courses

DANCE 258 Techno Soma Kinesics I: Technology and the Moving Body (IV)

Spring. 4 credits. Prerequisite: DANCE 201 or DANCE 210 (or equivalent) or permission of instructor; no freshmen. Limited to 5 students. B. Suber.

Expanding on the specific aesthetic of formal concert dance, this studio class explores new forms of performance dealing with the moving body. Computer programs such as human form animation software (Life Forms and Poser), digital sound production (Protools and Digital Performer), digital imaging (Photoshop and Premiere), as well as traditional lighting, set, and costume design and construction, and sound recording and design techniques, are all utilized to create experimental and/or conceptual multimedia performance/installation work. Theoretical texts on the body and technology are also used.

DANCE 301 Mind and Memory: Explorations of Creativity in the Arts and Sciences (also ENGL 301, MUSIC 372, S HUM 301, THETR 301) (IV)

Spring. 4 credits.

For description, see ENGL 301.

[DANCE 319 Music, Dance, and Light (also THETR 319) (IV)]

Fall. 3 credits. Attendance at dance concerts and music concerts is required.

Not offered 2001–2002. E. Intemann, A. Fogelsanger.

Artistic values, parameters, and concerns of music (sound design), dance, and lighting design are compared and contrasted, and the combination of design elements is analyzed in contemporary dance. Includes writing in response to readings, audio and video

recordings, and performances. Some classes are devoted to creating sound, movement, and lighting.)

DANCE 358 Techno Soma Kinesics II: The Moving Body and Technology (IV)

Spring. 4 credits. Prerequisite: DANCE 258 (or equivalent), or permission of instructor. Limited to 5 students. B. Suber.

Reflecting the aesthetic of formal concert dance, and expanding on the work accomplished in DANCE 258, students work with more complex elements of multimedia interactive software to create more extensive projects in the field of dance and technology. As opposed to the smaller experimental projects accomplished in DANCE 258, DANCE 358 students are expected to complete substantial projects in interactive multimedia gallery installation/performance work as well as interactive multimedia CD ROM's and web projects, all focused on the moving body.

DANCE 391 Media Arts Studio I (also ART 391, ARCH 391, MUSIC 391) (IV)

Fall. 3 credits. Prerequisite: permission of instructor and junior-level standing required, minimum THETR 377 or 277, or DANCE 258. \$50 equipment fee (to be paid in class). Participating faculty include: M. Rivchin, THETR; S. Taft and M. Lyons, ART; J. Zissovici, ARCH; D. Borden, MUSIC.

A collaborative interdisciplinary studio course in a variety of digital and electronic media, including art, architecture, music, dance, film, and video. Group projects and discussions also investigate the artistic and interactive potential of using arts spaces on campus, including virtual and performative events.

[DANCE 392 Media Arts Studio II (also ART 392, ARCH 392, THETR 392, MUSIC 392) (IV)]

Spring. 3 credits. Preference given to those who completed Media Arts Studio I. See DANCE 391 for prerequisites. \$50 equipment fee (paid in class). Not offered 2001-2002.

A continuation of Media Arts Studio I. A collaborative interdisciplinary studio course in a variety of digital and electronic media, including art, architecture, music, dance, film, and video. Group projects and discussions also investigate the artistic and interactive potential of a high-speed intranet connecting arts spaces on campus, including virtual and performative events.)

Independent Study, Internships and Honors

DANCE 300 Independent Study

Summer, fall, or spring. 1-4 credits. Independent Study in the dance allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study which is available in 225 CTA.

DANCE 485 Undergraduate Internship

Fall, spring, or summer. 1-3 credits. To be eligible to enroll and receive credit for an internship, students must be majors in the department. Students are responsible for

arranging their own internships in consultation with the faculty in their area of choice *prior* to preregistration for the semester in which the internship is planned to take place. To receive credit within this course, the internship must be unpaid. Students must follow the rules and procedures stated in the departmental internship form.

DANCE 495 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Dance.

This course is the first of a two-semester sequence (the second is DANCE 496) for seniors engaged in an honors project.

DANCE 496 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Dance.

This course is the second of a two-semester sequence (the first is DANCE 495) for students engaged in an honors project.

Tracks toward admission into the advanced undergraduate theatre program

Design, Technology, and Stage Management

Recommended for individuals interested in a **Design, Technology, or Stage Management** track:

THETR 250 Fundamentals of Theatre Design and Technology
THETR 151 and 251 Production Lab I and II (at least one credit of each)

Recommended for Scenic Design emphasis:

THETR 340 Theatrical Drafting and Technical Drawing Studio
THETR 351 Production Lab III (as Design Assistant)
THETR 354 Stagecraft Studio
THETR 364 Scene Design Studio

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for costume design or costume shop management emphasis:

THETR 351 Production Lab III (as Design Assistant)
THETR 356 Costume Construction Studio
THETR 366 Costume Design Studio I

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for Lighting Design or costume shop management emphasis:

THETR 252 Technical Production Studio I
THETR 351 Production Lab III (as Student Electrician)
THETR 351 Production Lab III (as Design Assistant)
THETR 362 Lighting Design Studio I

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for Sound Design emphasis:

THETR 251 Production Lab II (as Student Sound Technician)
THETR 252 Technical Production Studio I
THETR 351 Production Lab III (as Design Assistant)
THETR 368 Sound Design Studio

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for Technical Direction emphasis:

THETR 252 Technical Production Studio I
THETR 256 Technical Production Studio II
THETR 340 Theatrical Drafting and Technical Drawing Studio
THETR 351 Production Lab III (as Assistant Technical Director)
THETR 354 Stagecraft Studio

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for Stage Management emphasis:

THETR 253 or 353 Stage Management Lab II or III—two assignments
THETR 280 Introduction to Acting
THETR 370 Stage Management Studio
THETR 398 Fundamentals of Directing I

Upon admission to the program:

THETR 453 Stage Management Lab IV

Directing

Recommended for individuals interested in a directing track:

THETR 151 and THETR 251 Production Lab I and II (at least 2 combined credits)
THETR 240/THETR 241 Introduction to Western Theatre (1 Semester ONLY)
THETR 250 Fundamentals of Design and Technology
THETR 280 Introduction to Acting
THETR 398 Directing I
THETR 498 Directing II

Playwriting

Recommended for individuals interested in a playwriting track:

THETR 240/THETR 241 Introduction to Western Theatre (1 Semester ONLY)
THETR 250 Fundamentals of Design and Technology
THETR 280 Introduction to Acting
THETR 348 Playwriting
THETR 349 Advanced Playwriting
 Students in the advanced undergraduate theatre program may also elect to take THETR 485 (Undergraduate Internship) in addition to or in place of one production assignment.

UKRAINIAN

See Department of Russian.

URDU

See Department of Asian Studies.

VIETNAMESE

See Department of Asian Studies.

WELSH

See Department of Linguistics.

WOMEN'S STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

WRITING PROGRAM

See John S. Knight Writing Program in the section, "Special Programs and Interdisciplinary Studies."

YIDDISH

See Department of Near Eastern Studies.

SPECIAL PROGRAMS AND INTERDISCIPLINARY STUDIES

Africana Studies and Research Center

J. Turner, director (255-5218); A. Adams, N. Assié-Lumumba, A. Bekerie, L. Edmondson, R. Harris, S. Hassan, A. Mazrui, A. Nanji, D. Ohadike. Offices: 310 Triphammer Road, 255-4625 or 255-4626.

The Africana Studies and Research Center is concerned with the examination of the history, culture, intellectual development, and social organization of Black people and cultures in the Americas, Africa, and the Caribbean. Its program is structured from an interdisciplinary and comparative perspective and presents a variety of subjects in focal areas of history, literature, social sciences, and African languages. African languages such as Swahili is consistently offered, fall and spring semesters and taught during summer/winter session.

The center offers a unique and specialized program of study that leads to an undergraduate degree through the College of Arts and Sciences and a graduate degree, the Master of Professional Studies (African and African-American), through the university's Graduate School.

A student may major in Africana Studies; however, another attractive alternative is the center's joint major program. This program enables the student to complete a major in any of the other disciplines represented in the college while at the same time fulfilling requirements for a major in Africana Studies. This requires only a few more credits than is usually the case when one completes a single major course of study. Courses offered by the center are open to both majors and nonmajors and may be used to meet a number of college distribution requirements, including historical/temporal breadth (*) and geographical breadth (@) requirements, such as freshman writing seminars, language (Swahili), expressive arts, humanities, social sciences, and history.

The center also brings distinguished visitors to the campus, sponsors a colloquium series, and houses its own library.

The Africana Major

The undergraduate major offers interdisciplinary study of the fundamental dimensions of the African-American and African experiences. Because of the comprehensive nature of the program, it is to students' advantage to declare themselves Africana majors as early as possible. The following are prerequisites for admission to the major.

Students should submit:

- 1) a statement of why they want to be an Africana Studies major;
- 2) a tentative outline of the area of study they are considering (African or African-American) for the undergraduate concentration; and
- 3) a full transcript of courses taken and grades received.

The center's undergraduate faculty representative will review the applications and notify students within two weeks of the status of their request.

After acceptance as a major in the Africana Center, a student must maintain a C+ cumulative average in the center's courses while completing the major program. The Africana major must complete 36 credits in courses offered by the center, to include the following four core courses: AS&RC 205, 231, 290, and 422. Beyond the core courses, the student must take eight credits of center courses numbered 200 or above and 15 credits numbered 300 or above. The program of an undergraduate major may have a specifically Afro-American focus or a specifically African focus.

Joint Majors

The center encourages joint majors in the College of Arts and Sciences and in other colleges. Joint majors are individualized programs that must be worked out between the departments concerned. The center's undergraduate faculty representative, Professor Bekerie, will assist students in the design and coordination of joint major programs. However, in any joint major program, the center will require at least 16 credits be taken in Africana studies courses, including AS&RC 290.

Double Majors

In the case of double majors (as distinct from joint majors) students undertake to carry the full load of stipulated requirements for a major in each of the two departments they have selected.

Certificate in African Studies

In conjunction with the Institute for African Development, the Africana Studies and Research Center administers an undergraduate Certificate in African Studies program. The certificate is offered as a minor concentration available to students in all of the undergraduate colleges at Cornell. Many of the courses in the program might be used to fulfill other course distribution requirements. By pursuing this certificate, students acquire an interdisciplinary understanding of Africa. After developing a foundation of knowledge on the culture, society, and development of Africa in the core course "Africa: The Continent and Its People," students pursue 15 credit hours in a humanities or development studies track or a combination of the two, including an additional core course, either "African Civilizations and Cultures" or "Contemporary African Development Issues." The requirements for the certificate are a minimum of 18 credit hours, including the core courses. Students interested in the certificate program must contact Professor Bekerie (the center's undergraduate faculty representative) who will register them in the program and assign them a faculty adviser from their own college. The

faculty adviser will be responsible for determining completion of the certificate requirements.

Honors. The honors program offers students the opportunity to complete a library research thesis, a field project in conjunction with a report on the field experience, or a project or experiment designed by the student. The requirements for admission to the honors program for all students—regular majors, joint majors, and double majors—are a B- cumulative average in all courses and a B+ cumulative average in the center's courses. Each student accepted into the honors program will have an honors faculty committee consisting of the student's adviser and one additional faculty member, which is responsible for final evaluation of the student's work. The honors committee must approve the thesis or project before May 1 of the student's junior year. The completed thesis or project should be filed with the student's faculty committee by May 10 of the senior year.

Language Requirement

Courses in Swahili may be used to satisfy the College of Arts and Sciences language requirement. In Swahili, successful completion of AS&RC 131, 132, 133, and 134 provides qualification, and the addition of 202 provides proficiency. AS&RC majors are not required to take an African language, but the center recommends the study of Swahili to complete the language requirement.

AS&RC 131 Swahili

Fall. 4 credits. Laboratory time TBA. A. Nanji.

Beginner's Swahili. Part 1—Grammar for speaking, reading, and writing. Requires no knowledge of language. Swahili is spoken in the East and Central parts of Africa.

AS&RC 132 Swahili

Spring. 4 credits. Prerequisite: Swahili 131. A. Nanji.

Continued study of the basic grammatical formation of the language and the introduction of reading material ranging from songs to short stories. A great many drills are used in this course to help develop the student's comprehension of the language. Swahili tapes are utilized during all of these sequences.

AS&RC 133 Swahili

Fall. 4 credits. Prerequisites: Swahili 131 and 132. Language laboratory time TBA. A. Nanji.

Advanced study in reading and composition.

AS&RC 134 Swahili

Spring. 4 credits. *Provides language qualification.* Prerequisite: Swahili 133. A. Nanji.

In this course more emphasis is placed on the development of reading ability and the acquisition of writing skills. Students are expected to read and comprehend selected Swahili stories and write compositions on chosen topics. Ample consideration is given to oral practice in the classroom.

AS&RC 171 Black Families and the Socialization of Black Children

Fall. 3 credits. Staff.

This course provides an examination of the evolution of the Black family from its roots in Africa, the evolution of family forms, the impact of social policy, and a consideration of the literature stressing family and child well-being. Among the major topics considered are

male/female relationships, childbearing and parental roles, the extended family, and economic and health issues. The component of the course focusing on youth primarily covers child and adolescent development.

AS&RC 172 The Education of Black Americans: Historical and Contemporary Issues (III)

Spring. 3 credits. Faculty.

This course is devoted to the history of educating Black Americans. Considerable attention is given to contemporary issues. The major topics of focus include an examination of the debates concerning the type of the education needed, public and private schooling efforts, the Africana Studies movement, community control issues, busing, affirmative action, resegregation debates and new initiatives in education including vouchers and charter schools.

AS&RC 191 Africa: The Continent and Its People @ (III)

Fall. 3 credits. L. Edmondson.

An introductory interdisciplinary course focusing on Africa's geographical, ecological, and demographic characteristics; indigenous institutions and values; the triple cultural heritage of Africanity, Islam, and Western civilization; main historical developments and transitions; and contemporary political, economic, social, and cultural change. Africa's ties with the United States (from trans-Atlantic slavery to the present), its impact on the emerging world order, and its contribution to world civilization are also explored.

AS&RC 202 Swahili Literature @

Fall. 4 credits. Prerequisite: Swahili 134. A. Nanji.

Students gain mastery over spoken Swahili and are introduced to the predominant Swahili literary forms.

AS&RC 204 History and Politics of Racialisation: A Comparative Study (III)

Spring. 4 credits. A. Bekerie.

The primary focus of this course is on the historical and contemporary significance of racialisation in the United States and South Africa with regard to societal development and inter-relations. It includes an analysis of the historical development of racialised barriers as an instrument of power and privilege. The ways with which racialisation is used as an instrument of ideology to social status, cultural hierarchy and economic positions are also examined. Particular emphasis is given to the development and perpetuation of scientific racism in both places. The apparent success against Jim Crow form of racism in the United States and apartheid in South Africa appears to transform racism into subtle and 'scientific' sphere. This transformation and its continued impact in perpetuating social inequality are further analyzed.

AS&RC 205 African Cultures and Civilizations # @ (III)

Spring. 3 credits. D. Ohadike.

This course is concerned with the peoples of Africa and the development of African cultures and civilizations from the earliest times to the present day. It focuses on the near modern civilizations of Africa south of the Sahara, and the ancient civilizations of Egypt and the Nile Valley, together with their contributions to the development of the major world civilizations. The course also deals with the socio-political organization of African societies, their kinship

systems, cross-cutting ties, rites of passage, gender relations, and arts (including music, dance, folklore, architecture, sculpture, painting, and body decoration).

AS&RC 210 Major Works of Black World Writing (IV)

Fall. 3 credits. A. Adams.

This course surveys classic texts by African American, Caribbean, and African writers. The focus is on literary texts by authors such as Langston Hughes, Toni Morrison, James Baldwin, Maryse Conde, and Chinua Achebe, with a view toward analyzing common experiences, references, themes, and literary strategies across the Black world. The works of fiction, poetry, and drama that constitute the central material of the course are supplemented by essays and biographies from other authors who have influenced the creative vision and the movement of the peoples of Africa and the Diaspora, e.g., W. E. B. DuBois and Marcus Garvey, Nelson and Winnie Mandela.

AS&RC 231 African-American Social and Political Thought (III)

Spring. 3 credits. J. Turner.

This is an introductory course that reviews and analyzes the major theoretical and ideological formulations developed and espoused by African-Americans in the struggle for liberation. We focus specifically on the political philosophy and historical significance of Malcolm X, and the work and movement of Marcus Garvey, as the prime movers of nationalism and pan-Africanism among Black people in this century. Such themes as slave resistance, nationalism. Pan-Africanism, emigration, anti-imperialism, socialism and internal colonialism, and the political and social views of Black women are discussed. Black political thought is viewed in its development as responses to concrete conditions of oppression and expression.

AS&RC 271 Introduction to African Development (also CRP and GOVT 271) @ (III)

For description, see CRP 271.

[AS&RC 280 Race, Power, and Privilege in the United States (formerly Racism in American Society) (III)]

Fall. 3 credits. Not offered 2001-2002.

D. Barr and J. Turner.

This course is a topical treatment of the history and theory of racism in the United States. The course begins with an examination of basic concepts and theories of racism. From there we examine the history of racial groups in America—African Americans, Native Americans, Asian Americans, and the Hispanic groups. Particular attention is paid to the political economy of racism and the sociological and the psychological aspects of race relations in America, with specific reference to the differences and intersections of race, class, gender, and ethnicity.]

[AS&RC 283 History of Resistance Movements in Africa and the Diaspora @ (III)]

Fall. 3 credits. Not offered fall 2001.

D. Ohadike.

This course deals with the history of resistance and liberation movements in Africa, Brazil, the Caribbean, and the United States. It is concerned with the dialectical relationships between European domination and Black resistance. It examines the methods, strength, and complexity of Black resistance and liberation, together with the rise of revolution-

ary classes in Africa and the Diaspora. It draws attention to the importance of unity and organization in resistance and then shows similarities, connections, and continuities in Black resistance. Finally, it demonstrates that African background helped shape the nature of struggles for independence and civil liberties in the Caribbean, Brazil, and the United States.]

AS&RC 290 The Sociology of the African-American Experience (III)

Fall. 3 credits. J. Turner.

This is an introductory course to the field of Africana Studies. It assumes a historical/sociological approach to the examination of the African-American experience. The course surveys the African beginnings of human kind and the classical role of Black people in world civilization and the making of early culture. The course treats issues in the humanities, social sciences, and history. The course is required for all undergraduate students majoring at the Africana Center.

AS&RC 304 African American Art (IV)

Spring. 3 credits. S. Hassan.

This course investigates the different forms of African-American visual artistic traditions in relation to their historical origins and socio-cultural context from the early days of slavery to the present time. The course starts with an overview of African art and the experiences of the Middle Passage and slavery in relation to African-American traditions in the decorative arts including: pottery, architecture, ironwork, quilting, and basketry. This is followed by a fine art survey starting with the eighteenth and nineteenth centuries, continuing through the early twentieth-century Harlem Renaissance up to the present. Certain issues related to African-American arts and creativity such as "blackness," "Black Aesthetic," and "Pan Africanism" are also explored. Slides, films, and film strips are used extensively to illustrate topics discussed. Visits to museums and relevant current exhibitions may be arranged.

[AS&RC 310 Art in African Culture and Society @ (IV)]

Fall. 3 credits. Not offered fall 2001. S. Hassan.

This course is a survey of the visual art and material cultural traditions of sub-Saharan Africa. It aims at investigating the different forms of visual artistic traditions in relation to their historical and sociocultural context. The symbolism and complexity of traditional African art are explored through the analysis of myth, ritual, and cosmology. In-depth analysis of particular African societies is used to examine the relationship of the arts to indigenous concepts of time, space, color, form, and sociopolitical order. New and contemporary art forms associated with major socioeconomic changes and processes of assimilation and acculturation are also explored. These include tourist art, popular art, and elite art.]

AS&RC 311 Government and Politics in Africa @ (III)

Fall. 3 credits. A. Mazrui.

This course deals with power and political participation in Africa. Topics include: the colonial background and its political consequences; the pre-colonial continuities in the post-colonial politics; ethnicity and allegiance in the African polity; and the monarchical tendency in African political culture. Discussion covers a spectrum of

topics from the warrior tradition to the military coup in the post-colonial era; from the elder tradition to presidential gerontocracy; from the sage tradition to intellectual meritocracy. Other major topics include class *versus* ethnicity in African politics; the one-party *versus* the multiparty state; socio-cultural *versus* socio-economic ideologies; the gender question in African politics; the soldier and the state; and the African political experience in a global context.

AS&RC 352 Pan-Africanism and International Politics (III)

Spring. 3 credits. L. Edmondson.

Pan-Africanism addresses the shared experiences and aspirations of African people around the world, focused on a search for greater linkages and unifying measures. Informed by an exploration of the racial factor in international relations, this course examines Pan-African theories, ideologies, and movements, past and present, in their political, socio-economic, and cultural manifestations, focusing mainly on the African continent, the Caribbean, and Black America.

[AS&RC 362 Global Perspectives on Gender]

Spring. 4 credits. Not offered 2001–2002. N. Assié-Lumumba.

The course examines how forms of gender inequality have been shaped by international forces and structured by differences in national histories. The class is taught by a rotating set of two faculty members from different departments. Contingent on the particular faculty member directing the course, the class considers such issues as cross-cultural perspectives on gender; the history of work and family life in different societies; the gendered division of labor in local, national, and international economies; the impact of colonialism; the organized efforts of women to define gender relations; and the role of the state in constructing an engendered economy and polity.]

AS&RC 380 African History: Earliest Times to 1800 # @ (III)

Fall. 3 credits. A. Bekerie.

As the second largest continent with vast and varying geographical and sociocultural conditions combined with recently established fact as an original home of human species, Africa provides rich and diverse oral and written early history. The course covers some of the major historical signposts from the origins of human species to 1800. Among the topics for discussion are: Historical Perspectives and Sources, The Nile River Cultural Complex, Berber, Carthage and Maghreb of North Africa, Upper Guinea and Western Sudan of West Africa, Cities of the East African Coast, and Great Zimbabwe and other sites of Southern Africa.

[AS&RC 381 African History, 1800–Present @ (III)]

Spring. 3 credits. Not offered spring 2002. D. Ohadike.

This is a survey of African history in the nineteenth and twentieth centuries. It deals with African revolutions in the nineteenth century; the ending of the slave trade and the politics of the abolition; European scramble and partition of Africa; resistance to European colonial conquest; African societies in the colonial period; the politics of decolonization; Neo-colonialism; the rise and decline of military regimes; African debt crisis; and conflict and reconciliation in Africa.]

AS&RC 404 Afrocentricity: Paradigm and Critical Readings (III)

Fall. 4 credits. A. Bekerie.

What is Afrocentricity? It is a theoretical framework designed to study and interpret the histories and cultures of peoples of Africa and African descent by locating them at the center of their experiences. In other words, it is a method of knowing the life experiences of African peoples from the inside out. The course examines—through the writings of Asante, Keto, Clarke, Jean, Myers, Amin, Mazrui, Gates, Appiah, Richards, Schlesinger, and Thiongo—the conception and depth of the paradigm, its relevance in the production and utilization of knowledge, particularly emancipatory knowledge, the history of the paradigm, and the debate it generates among a wide range of thinkers and scholars.

AS&RC 410 African American Politics (III)

Spring. 4 credits. J. Turner.

The central thesis of African American politics has been its movements for political change and democratic access and human rights. This development since the seventeenth century is a complex political legacy. This course conducts a close study of African American political practice and theoretical analysis of the American political system. Implications of the political systems for prospects and limitations to participation by Black people are analyzed. Critical historical stages in the process of Black politics are examined. The development of electoral offices in federal and statewide politics, and the significant urban political power bases giving rise to African American mayoralty politics in critical industrial centers, as well as rural hamlets, center the course. Presidential politics—the Jesse Jackson campaigns—and new political formations including Black Republicans/conservatives constitute the emphasis on contemporary events. The course reviews the development of the literature in African American politics.

AS&RC 420 Public Policy and the African-American Urban Community (III)

Spring. 4 credits. J. Turner.

The socioeconomic conditions of the African-American urban community are the central focus of the course. Community development models are explored in relationship to the social needs of the African-American population. The changing configuration of internal organization of the African American community nationally is examined.

AS&RC 422 African Literature @ (IV)

Spring. 4 credits. A. Adams.

With such great focus, both inside and outside Africa, on issues of Africa's "development," what place does "literature" take? Is African literature influencing or influenced by the mundane realities of daily living faced by African people? Or does African literature concern itself with philosophical ideas and ideals that transcend those realities to embrace the general human condition? Or, does it do both? The texts that we read in this course are approached in terms of these issues of "African development" and "the universal human experience."

AS&RC 435 African Cinema (also S HUM 435) @ (IV)

Fall. 4 credits. S. Hassan.

This course offers an overview of African cinema and filmmaking. It surveys historically

the evolution of African cinema from its early days to the present. Through screening of selected African films, different trends within African cinema are explored, such as "Return to the Sources" and the rediscovery of the pre-colonial past; the "Social Realist" narrative and critique of post-independence Africa; reconstructing the story of colonialism from the perspective of the colonized; and the entertainment genre. Techniques, styles, and aesthetics of African cinema are also discussed. The course offers a unique opportunity of looking at African culture and society, and at issues of social change, gender, class, tradition, and modernization through African eyes.

AS&RC 451 Politics and Social Change in the Caribbean @

Fall. 4 credits. L. Edmondson.

A study of the historical, geostrategic, political, economic, and social (including racial and cultural) forces affecting the domestic and international experiences of Caribbean societies. Special attention is given to conflicting definitions and perceptions of the Caribbean; contending theories of Caribbean social structure and models of development; the continuing salience of struggles for change and transformation; prospects of regional integration; and Caribbean challenges to the global system, especially with regard to the region's relations with the United States and the region's position in the Third World in the context of the North-South cleavage.

AS&RC 455 Caribbean Literature @ (IV)

Fall. 4 credits. A. Adams.

This course examines the prose literature of the Caribbean islands. Through the reading of several novels and short stories from the various languages and cultural strains that comprise the Caribbean societies, students study the points of commonality and the diversity within this body of literature. The recurrence of certain historical, social, and cultural issues that have formed the multi-ethnic Caribbean peoples are analyzed in their varying manifestations across the linguistic and other boundaries to uncover the underlying shared experience.

AS&RC 459 Education in Africa and the Diaspora @ (III)

Fall. 4 credits. N. Assié-Lumumba.

This course deals with educational innovations geared to promoting equal opportunity based on gender, race, and class in Africa and the African diaspora. After an introduction on the concepts of education and innovations and the states of innovation as planned change, the course focuses on concrete historical and contemporary cases of educational innovations. The case studies in the United States include the creation and expansion of historically black institutions such as Lincoln University, Spelman College, Tuskegee Institute (now Tuskegee University), and other schools in the South, and the Westside Preparatory School in Chicago. The African cases studied include African languages for instruction with a focus on a Nigerian case, Ujamaa and education for self-reliance in Tanzania, and the case of Cote d'Ivoire which adopted television as a medium of instruction.

AS&RC 468–469 Honors Thesis

Hours TBA. 468, fall; 469, spring. Africana Center faculty.

For senior Africana Studies majors working on honors theses, with selected reading, research projects, etc., under the supervision of a

member of the Africana Studies and Research Center faculty. Permission of the AS&RC director of undergraduate studies is required.

AS&RC 475 Black Leaders and Movements in African-American History (III)

Fall. 4 credits. R. Harris.

The course analyzes the personalities, ideas, and activities central to the struggle for African-American liberation from the eighteenth century to the present. It examines theories of leadership and the structure of protest movements with the goal of understanding current leadership needs and trends among African Americans.

[AS&RC 478 Family and Society in Africa @ (III)]

Fall. 4 credits. Not offered fall 2001.

N. Assié-Lumumba.

The family as a social institution is structured according to socio-economic, historical, political, and cultural specificities. This is the frame in which the family in Africa and the African diaspora must be analyzed. The topics discussed in this course include the concepts of nuclear and extended family, the place and role of different age groups and generations in the family, marriage and its related issues, parenthood, childrearing, gender roles, class differences, and "family planning." This course also deals with the impact of westernization, urbanization, and modern economy on the structure of the family in Africa as well as the legacy of African family values in the African diaspora with a focus on the African-American case.]

AS&RC 479 Women and Gender Issues in Africa @ (III)

Spring. 4 credits. N. Assié-Lumumba.

There are two contrasting views of the status and role of women in Africa. One view portrays African women as dominated and exploited by men. According to another view women have a favorable social position in Africa: indigenous ideologies consider women to be the foundation of society, they are economically active and independent and they have an identity independent of men. In this seminar we discuss the status and role of women in Africa historically as well as in the contemporary period. Among the topics covered are: women in non-westernized/pre-colonial societies; the impact of colonial policies on the status of women; gender and access to schooling, participation in the economy and politics; women and the law; women and health issues; gender issues in southern Africa; womanism and feminism; the United Nations Decade of Women; and the four World Conferences on Women (Mexico 1975, Copenhagen 1986, Nairobi 1985, and Beijing 1995).

[AS&RC 483 History of African Political Thought @ # (III)]

Fall. 4 credits. Not offered fall 2001.

D. Ohadike.

The purpose of this course is to provide students with a thorough knowledge of the history of African political thought and ideologies, from ancient times to the present. The course is divided into two broad sections. The first section looks at the history of African political thought and institutions in ancient and near modern times and explains the functioning of African communalism. It then goes on to show how western political thought in the nineteenth and early twentieth centuries instigated the revival of such ideas

as Uhuru, Negritude, and African Humanism. The second section examines the history of anti-colonial political thought. It explains why the colonial intelligentsia and radical African nationalists developed such political ideologies as African socialism, Lumumbism, and Nkrumaism. The course also looks at socio-political thought in African literature, and explores the contributions of African religious thought (like Kimbanguism and Tokoism) to the development of African political culture. Among the works of the major African political thinkers to be studied are those of Casely Hayford, Leopold Sédar Senghor, Simon Kimbangu, Amílcar Cabral, Frantz Fanon, Kwame Nkrumah, Patrice Lumumba, Nnamdi Azikiwe, Julius Nyerere, Jomo Kenyatta, Nelson Mandela, and Steve Biko.]

AS&RC 484 Politics and Social Change in Southern Africa @ (III)

Spring. 4 credits. L. Edmondson.

This course focuses on the legacies of apartheid and the challenges of transformation toward a post-apartheid society in South Africa. Topical emphases include: the rise and decline of apartheid; the historical continuity of Black resistance against racism; women under, against, and after apartheid; South Africa's relations with its neighbors; geo-political, economic, and racial dimensions of the American connection; politics of negotiation and transition to majority rule; prospects for stability, democracy, and equality; and South Africa's new role in the African continental and global arenas. Instructor's lectures are supplemented by films and class discussions.

AS&RC 498-499 Independent Study

498, fall; 499, spring. Hours TBA. Africana Center faculty.

For students working on special topics, with selected reading, research projects, etc., under the supervision of a member of the Africana Studies and Research Center faculty.

AS&RC 501 Global Africa: Comparative Black Experience

Spring. 4 credits. A. Mazrui.

This seminar addresses two diasporas in the Black experience. The *diaspora of enslavement* concerns slaves and descendants of slaves in both the Western and Eastern Diaspora. The *diaspora of colonization* concerns demographic dispersal as a result of colonialism. The majority of African-Americans are part of the Diaspora of Enslavement. Recent Algerian immigrants into France are part of the Diaspora of Colonization. Jamaicans and Trinidadians in Britain are part of a *double diaspora*—products of both enslavement and colonialism. The course addresses these areas of Black comparison: Comparative Slavery—A Triple Heritage; Race and Race Mixture in Four Traditions; Comparative Emancipation from Slavery; Comparative Liberation from Colonialism; Comparative Struggle for Civil Rights; The Gender Question in Global Africa; and Comparative Quest for Global Equality.

[AS&RC 502 Education and Development in Africa

Spring. 4 credits. Not offered spring 2002.

N. Assié-Lumumba.

In the 1950s and 1960s, the human capital theory that emphasizes the importance of formal education for achievement of full productive potential of individuals and countries enjoyed a renewed popularity. African countries promoted educational

expansion with the expectation that it would lead to socio-economic development. The initial euphoria, however was followed by skepticism and then disillusion. Education began to be perceived even as a hindrance to development. This course examines the relationship between formal education and individual and national development. In this seminar, different paradigms of development including modernization and dependency theories and Third World Forum are presented with an emphasis on the perceived and actual roles of education in individual and national development.]

[AS&RC 503 African Aesthetics

Fall. 4 credits. Not offered fall 2001. S. Hassan.

The goal of this course is to investigate in depth the principles of aesthetics and philosophy of African visual arts. The course offers a critical survey of the different writings and the growing body of research on this relatively new area of inquiry. The objectives of the course are to review how African aesthetics have been studied to date, to provide a critical analysis of the different approaches to the subject and related issues, and to suggest future directions of research. In-depth analysis of particular African societies is used to examine the relationship of arts and aesthetics to indigenous concept of time, space, color, form, and sociopolitical order. In addition, issues related to African aesthetics and arts such as style, gender, class, and social change are also explored.]

AS&RC 504 Political Change in Africa

Fall. 4 credits. A. Mazrui.

The study of Africa can be approached dialectically (focusing on the tension between opposing forces) or thematically (focusing on themes as chapters of experience). This course borrows from both those approaches. In their class assignments and examinations students are free to use either approach. The first approach explores the dialectic between continuity and change; tradition and modernity; dependency and liberation; foreign and indigenous influences; anarchy and order; political decay and political development; democracy and authoritarianism; and socialism and capitalism. The thematic approach examines African Nationalism; race consciousness and Pan-Africanism; political parties and interest groups; executive power; ethnicity in politics; class-formation; civil-military relations; economic and cultural dependency; sub-regional and continental Pan-Africanism; crisis of the African state; and Africa in World Politics.

[AS&RC 510 Historiography and Sources: The Development of African-American History

Spring. 4 credits. Prerequisite: upperclass or graduate standing or permission of instructor. Not offered 2001-2002.

R. Harris.

The course studies the way Black historians in particular have explained the African-American past. It examines the development of writing African-American history during the twentieth century, and seeks to determine the principles for interpreting African-American history. Participants are acquainted with the methodologies and sources central to understanding the African-American experience.]

AS&RC 530 Womanist Writing in Africa and the Caribbean

Spring. 4 credits. A. Adams.

Theoretical essays on the nature, relevance, and articulation of feminist thought from African and Caribbean writers complement literary texts. Gender issues, as manifested both at home and in emigrant situations abroad are examined in texts by such writers as Sistren, Conde, Dangarembga, Aidoo, Warner-Vieyra, Ba, Emecheta, Kincaid, and W. Mandela. (Francophone works may be read in the original by individuals who so desire.)

AS&RC 598-599 Independent Study

598, fall; 599, spring. Variable credit. For graduate students.

AS&RC 601-602 Africana Studies Graduate Seminar

601, fall; 602, spring. 4 credits. Africana Studies faculty.

This course, which is conducted as a seminar, is designed for first-year AS&RC graduate students. It is coordinated and supervised by one professor but team-taught by three or four faculty members per semester. Each participating faculty member is responsible for a topical segment of the course related to her/his areas of specialization or an area of interest pertaining to theory and methodology of Africana Studies.

AS&RC 698-699 Thesis

698, fall; 699, spring. Limited to Africana Studies and Research Center graduate students.

Agriculture, Food, and Society Concentration

A. G. Power, coordinator; G. Altschuler, M. J. Esman, C. C. Geisler, A. Gillespie, B. Ginsberg, D. J. Greenwood, S. L. Kaplan, D. R. Lee, T. J. Lowi, T. A. Lyson, P. L. Marcus, P. McMichael, V. Nee, D. I. Owen, D. Pimentel, N. T. Uphoff, D. Usner. Office: 275 Clark Hall, 255-6042.

Agriculture, Food, and Society is an interdisciplinary concentration that is designed to introduce students to the study of agricultural and food issues from diverse perspectives within the liberal arts. The Agriculture, Food, and Society concentration seeks to make available to students a coherent program of study in which the role of agriculture in modern or prehistorical-historical and developed or developing societies can be understood in biological, social, scientific, and humanistic perspectives. The concentration draws on courses in several colleges—in particular, the Colleges of Arts and Sciences, Agriculture and Life Sciences, and Human Ecology.

The concentration is administered by a committee, the members of which are drawn from the faculty associated with the concentration. The members of this committee include faculty from each of the major colleges from which courses in the concentration are drawn. The work of the committee is supported administratively through the Biology and Society Major. The office of the Biology and Society Major (275 Clark Hall) also provides a central location for students to receive information about relevant course offerings, upcoming seminars and presentations, faculty interests, and so on.

Basic Requirements

The requirements for the Agriculture, Food, and Society concentration are designed to ensure a broad background in the biological, socioeconomic, and humanistic dimensions of agricultural and food issues. These requirements include foundation courses in biology; the Senior Seminar B&SOC/BIO G/S&TS 469, Food, Agriculture, and Society; plus a minimum of five electives totaling 15 credits drawn from the courses offerings.

Students enrolling in the Agriculture, Food, and Society concentration should take the following foundation courses in biology to prepare themselves for course work in agricultural science: a two-semester introductory biology sequence selected from Biological Sciences 109/110, 105/106, or 101-104. (Advanced placement in biology with a score of 4 or 5, or Biological Sciences 107/108, offered during the eight-week Cornell summer session, also satisfies the biological sciences requirement.) These courses may be used to meet group 1 (physical or biological sciences) distribution sequence requirements in the College of Arts and Sciences.

It is recommended (but not required) that students in the Agriculture, Food, and Society concentration elect one or more freshman writing seminars with agriculturally related content to meet basic college requirements for graduation. The electives for the concentration, from which a minimum of five courses and 15 credits must be taken, are organized into three groups: agricultural and nutritional science, humanities, and social science/history. Students must select one agricultural and nutritional science course, one humanities course, and three social science or history courses. A maximum of six of the 15 credits may be earned in 100-level courses.

In addition, students are required to take the senior seminar, B&SOC/BIO G/S&TS 469, Food, Agriculture and Society. Adjustments to these and other requirement of the concentration may be made with the approval of the student's Agriculture, Food, and Society faculty adviser.

American Studies

N. Salvatore, acting director; G. Altschuler, P. Becker, R. Bense, S. Blumin, T. Borstelmann, M. P. Brady, J. Brumberg, J. E. Gainor, M. C. Garcia, M. Kammen, I. Kramnick, T. J. Lowi, B. Maxwell, D. E. McCall, L. L. Meixner, R. L. Moore, M. B. Norton, R. Polenberg, S. Pond, J. Porte, J. Rabkin, S. Samuels, M. E. Sanders, V. Santiago-Irizarry, M. Seltzer, M. Shefter, J. H. Silbey, H. Spillers, D. Usner, M. Washington, S. Wong.

Affiliated faculty: J. E. Bernstock, H. Gottfried, M. Hatch, L. Herrin, J. Jennings, P. McClelland, J. Peraino, P. Sawyer, M. Woods.

The Major

The major in American Studies, appropriate for a wide array of future professions, began as a program of coordinated study in the history, literature, and politics of the United States. These remain the core elements, but American Studies aims to be inclusive in its subject matter. Given the nation's diverse population and cultures, the program wants its majors to examine American experience in

broad terms, drawing on the materials and methods of a variety of disciplines.

The prerequisites are two courses from the following: AM ST 101, AM ST 102, AM ST 109, AM ST 110, ENGL 240, ENGL 262, ENGL 265, ENGL 275, GOVT 111, HIST 101, HIST 102, HIST 260, HIST 261. Students normally complete the prerequisite courses by the end of their sophomore year, but they may sign up for the major while enrolled in one of the courses. Students with a score of 5 on the AP exam in American history may use that credit to satisfy HIST 102.

Students who contemplate becoming an American Studies major are encouraged to speak with the program director as early as possible to arrange for a major adviser.

In consultation with their advisers, American Studies majors elect, in addition to the prerequisites, nine courses above the 100 level chosen from the American Studies course list (these courses are usually crosslisted with another department). Their work must include courses in all of the three large periods into which the nation's development can be divided (colonial, nineteenth century, and twentieth century). Students must take no fewer than four courses before 1900. At least one of these courses must be in the period before 1800. Each student must also take one of AM ST 430 seminars or, an appropriate substitute seminar at the 400 level. (AM ST 500/501 taught in Washington, DC, does not fulfill the seminar requirement.) Students are given considerable freedom in creating a balanced program, but no more than five courses may be in any one department.

Beyond the basic core requirements for the major, two courses of work in the history or literature of a culture outside the United States are required. Students who study abroad for one semester usually satisfy this requirement.

Students may find courses relevant to American experience that they wish to take but that are not on the American Studies course list. With their adviser's approval, students may count two such courses towards fulfilling the major.

Honors

Candidates for honors must maintain an average of B+ in courses pertinent to the major and have taken at least one course in which they wrote a research paper. Normally, at the end of the junior year students who wish to write a senior honors essay must approach a member of the American Studies Program faculty and discuss their ideas for a project. With approval from the faculty member students may then register in the fall of their senior year for AM ST 493, the honors essay tutorial. At the end of the fall semester, honors candidates will meet with their adviser and a second member of the American Studies faculty to discuss their progress. If satisfactory, honors students will complete their honors essays in the spring by enrolling in AM ST 494.

Prerequisite Courses (see also under appropriate departments)

[AM ST 101 Introduction to American Studies: History and Literature, the Nineteenth Century # (III)]

4 credits. Not offered 2001-2002; next offered 2002-2003. G. Altschuler and D. McCall.

In this interdisciplinary course we analyze American values and behavior as the intersection of culture, politics, literature, and society. We do so by examining eight "great" or classic texts written between 1776-1900. The historical context of these texts is explored in lecture and they are treated as literature and historical/cultural documents. Texts include: *Common Sense* by Thomas Paine; *The Blithedale Romance* by Nathaniel Hawthorne; The Lincoln-Douglas Debates; Henry James' *The Bostonians*; Mark Twain's *Huckleberry Finn*; and William Dean Howells' *The Rise of Silas Lapham*.]

[AM ST 102 Introduction American Studies: History and Literature, the Twentieth Century (III)]

4 credits. Not offered 2001-2002; next offered 2002-2003. G. Altschuler and D. McCall.

In this interdisciplinary course we analyze American values and behavior as the intersection of culture, politics, literature, and society. We do so by examining eight "great" or classic texts written between 1900 and the present. Texts include: Ernest Hemingway's *A Farewell to Arms*; F. Scott Fitzgerald's *The Great Gatsby*; William Faulkner's *Sound and the Fury*; Richard Wright's *Black Boy*; John Updike's *Rabbit Run*; and Philip Roth's *American Pastoral*. AM ST 101 is not a prerequisite of AM ST 102.]

AM ST 109 Introduction to American Studies: New Approaches to Understanding American Diversity, the Nineteenth Century # (III or IV)

Fall. 4 credits. N. Salvatore.

This course examines the first century-and-one-half of American national life and asks a series of interrelated questions about the changing meaning of national identity during this time. What did it mean to become an American, a process often urged on new immigrants, in light of the values and perceptions immigrants brought with them? What did democracy, a core element of becoming that American, mean if one were African or Native American? Irish or German? Jewish or Chinese? In what ways did racial and ethnic perceptions help structure political and cultural life during this period; and how does understanding the diverse historical reactions to these perceptions aid us in understanding the complexity of American life? This is an interdisciplinary course in which students analyze historical, literary, and cultural evidence in exploring these and other issues.

[AM ST 110 Introduction to American Studies: New Approaches to Understanding American Diversity, the Twentieth Century (also LSP 110) (III or IV)]

Spring. 4 credits. Not offered 2001-2002. M. C. Garcia.

This course examines American national life in the twentieth century and asks questions about the changing meaning of national identity. What does it mean to be an American in the twentieth century? What does it mean to assimilate: Can one assimilate structurally and yet maintain a distinct cultural identity? In what ways do racial and ethnic perceptions structure political, economic, and cultural life? This is an interdisciplinary course in which students analyze historical, literary, and cultural evidence in exploring these and other issues.]

American Studies 430 Seminars

Section One: The Politics of the American Civil War (also GOVT 408)

Spring. 4 credits. Prerequisite: permission of instructor. R. Bensel.

The Civil War, along with the founding of the nation in the late eighteenth century, is one of the two most important influences on the course of American Political development. Arising out of intense ideological, cultural, and economic competition between the slave South and the free labor North, the conflict created two new national states: a northern Union that replaced the loose federation of the antebellum period and a southern Confederacy that perished at Appomattox. In this course, particular attention is paid to: the political economy and culture of plantation slavery in the antebellum South; the apparent inevitability of collision between the slave and free states and their respective societies; the military, political, and economic strategies that determined, on both sides, the course and duration of the war; the limits and possibilities of reform of southern society during Reconstruction; and the impact of the Civil War on the subsequent development of the United States.

Section Two: The Four Seasons Motif in American Culture (also S HUM 405 and HIST 455)

Fall. 4 credits. Prerequisite: permission of instructor. M. Kammen.

The focus of this seminar is one of the most ubiquitous and pervasive motifs in all of the arts (painting, literature, and music) in the northern hemisphere, both West and East: **The Four Seasons**. We view works of art and films, read fiction, non-fiction, and poetry, and listen to music. Although we must devote serious attentions to the Old World origins, dispersion, and local permutations of this motif, more than half of the seminar is given over to American manifestations and writings about the seasons, with particular attention to changes over time as well as geographical variations.

Section Three: Literature as History: The Americas (also ENGL 430)

Fall. 4 credits. Prerequisite: permission of instructor. B. Maxwell.

Beginning with William Carlos Williams's *In the American Grain* (1925), this course considers modernist innovations in the telling of history by literary means. Responding to what they felt as the "deadness" of conventional historiography, writers such as Williams, Charles Reznikoff, John Sanford, Muriel Rukeyser, Melvin Tolson, and Paul Metcalf produced imaginative American histories that made a new world of historical narration, and in the process found new objects of historical attention. One of these was the plural, transnational America of the hemispheric Americas. This reconfiguration anticipated and in some cases shaped recent revisionist critiques of the European presence on American soil (Eduardo Galeano, Leslie Marmon Silko, David Stannard, Ward Churchill, Noam Chomsky, Ana Castillo); accordingly students read examples, some polemical, of that later work.

Section Four: Detroit: Nowhere to Run, Nowhere to Hide

Spring. 4 credits. Prerequisite: permission of instructor. N. Salvatore.

Detroit has been a national symbol of urban decay for many decades. The devastating

violence in 1967 created as well a widespread national belief that this largely African-American population could not successfully adapt to contemporary urban life. Yet those images conflict with others of even longer standing, of Detroit, Motown, as a source of national culture; of progressive, interracial unionism; of a strong black religious community; and of the city as an incubator of diverse movements supporting black nationalism, civil rights, and black entrepreneurship. Taking our lead from one of Martha and the Vandellas' great hits, we explore these multiple images and the even more complex realities of this city during the post-1945 era. We do so, moreover, in an interdisciplinary fashion that seeks to understand images of Detroit in the context of national events.

Anthropology, Sociology, and Economics

[AM ST 150 Introduction to American Religion (also SOC 150 and RELST 150) (III)]

3 credits. Not offered 2001-2002. P. Becker.

For description, see SOC 150.]

[AM ST 203 Religion and Family in the U.S. (also SOC 201, R SOC 202, RELST 203) (III)]

3 credits. Not offered 2001-2002. P. Becker.

For description, see SOC 201.]

[AM ST 221 Anthropological Representation: Ethnographies of Latino Culture (also ANTHR 221 and LSP 221) (III)]

Spring. 3 credits. Not offered 2001-2002. V. Santiago-Irizarry.

For description, see ANTHRO 221.]

AM ST 307 Equality and Dominance: Historical Ethnography of the United States before 1900 (also ANTHR 301) # (III)]

Spring. 4 credits. D. Doukas.

For description, see ANTHR 301.

AM ST 323 American Economic History (also ECON 323) # (III)]

Spring. 4 credits. P. McClelland.

For description, see ECON 323.

AM ST 377 The United States (also ANTHR 377 and LSP 377) (III)]

Fall. 4 credits. V. Santiago-Irizarry.

For description, see ANTHRO 377.

[AM ST 380 Gender, Ideology, and Culture (also SOC 380 and WOMNS 380) (III)]

Not offered 2001-2002. 4 credits. P. Becker.

For description, see SOC 380.]

Literature and Theatre Arts

[AM ST 215 Comparative American Literature (also COM L 215) (IV)]

Spring. 4 credits. Not offered 2001-2002.

B. Maxwell.

For description, see COM L 215.]

[AM ST 240 Survey in U.S. Latino Literature (also ENGL 240) (IV)]

4 credits. Not offered 2001-2002.

M. P. Brady.

For description, see ENGL 240.]

AM ST 252 Twentieth-Century Women Novelist (also ENGL 251) (IV)]

Spring. 4 credits. S. Samuels.

For description, see ENGL 251.

AM ST 262 Asian American Literature (also ENGL 262, AAS 262) (IV)

Spring. 4 credits. S. Wong.
For description, see ENGL 262.

AM ST 266 Asian American Women and Literature (also AAS 266, ENGL 266) (IV)

Fall. 4 credits. S. Dave.
For description, see AAS 266.

AM ST 268 The Culture of the 1960s (also ENGL 268) (IV)

Spring. 4 credits. P. Sawyer.
This course argues that the 1960s helps define the 1990s, but that as we look back, the 1990s helps define the 1960s. Were the sixties a time of dangerous experimentation with drugs, sex, and alternative lifestyles on the part of a pampered generation that gradually learned to straighten up and join the mainstream? Or was it a time of revolutionary hopefulness, when the civil rights movement and the Vietnam War stimulated an impassioned critique that changed American society? What can the experiences of young "boomers" contribute to a later generation, the last of the twentieth century? The course explores these and other questions by focusing on the topics of racial justice, war, the counterculture, the New Left, and the woman's movement. Texts include *The Autobiography of Malcolm X*, *The Electric Kool-Aid Acid Test*, *Dispatches*, the poems of Allen Ginsburg and Adrienne Rich, films, music, speeches, manifestoes, and memoirs. The term paper explores students' special interests.

[AM ST 275 The American Literary Tradition (also ENGL 275) (IV)]

Fall. 4 credits. Not offered 2001–2002.
H. Spillers.

The problem of an American national literature is explored through the reading, discussion, and close analysis of texts across the range of American literary history. Not a survey, this course focuses on the relations of the texts to each other, the shaping of national identities in those relationships, and the assumptions about history, language, and the self that underlie them.]

[AM ST 276 Literature in the Cold War Culture (also ENGL 276) (IV)]

Not offered 2001–2002. B. Maxwell.
For description, see ENGL 276.]

[AM ST 291 American 1920s: Literature and Culture (also ENGL 291) (IV)]

Fall. 4 credits. Not offered 2001–2002.
B. Maxwell.

For description, see ENGL 291.]

[AM ST 318 Queer Theatre (also THETR 320) (IV)]

4 credits. Not offered 2001–2002.
E. Gainor.

For description, see THETR 320.]

AM ST 326 Imagining America: French Travel Writing from de Tocqueville to Baudrillard (also FR LIT 324) (IV)

Fall. 4 credits. D. Rubenstein.
For description, see FR LIT 324.

AM ST 334 American Drama and Theatre (also THETR 336 and ENGL 336) (IV)

Fall. 4 credits. E. Gainor.
For description, see THETR 336.

AM ST 335 Contemporary American Theatre (also THETR 337 and ENGL 337) (IV)

Spring. 4 credits. E. Gainor.
For description, see THETR 337.

[AM ST 338 American Indians and Film (also THETR 338) (IV)]

4 credits. Not offered 2001–2002. L. Black.
For description, see THETR 338.]

AM ST 361 Early American Literature (also ENGL 361) # (IV)

Fall. 4 credits. J. Porte.
For description, see ENGL 361.

[AM ST 362 The American Renaissance (also ENGL 362) (IV)]

4 credits. Not offered 2001–2002. J. Porte.
For description, see ENGL 362.]

[AM ST 363 The Age of Realism and Naturalism (also ENGL 363) (IV)]

Fall. 4 credits. Not offered 2001–2002.
For description, see ENGL 363.]

[AM ST 365 American Literature Since 1945 (also ENGL 365) (IV)]

4 credits. Not offered 2001–2002.
For description, see ENGL 365.]

AM ST 366 The Nineteenth-Century American Novel (also ENGL 366) # (IV)

Fall. 4 credits. D. McCall.
For description, see ENGL 366.

AM ST 367 The Modern American Novel (also ENGL 367) (IV)

Spring. 4 credits. D. McCall.
For description, see ENGL 367.

AM ST 368 The American Novel Since 1950 (also ENGL 368) (IV)

Fall. 4 credits. P. Sawyer.
For description, see ENGL 368.

[AM ST 369 Survey of African American Literature to 1917 (also ENGL 375) (IV)]

4 credits. Not offered 2001–2002.
For description, ENGL 375.]

AM ST 370 Survey in African American Literature: 1918 to Present (also ENGL 376) (IV)

Spring. 4 credits. H. Spillers.
For description, see ENGL 376.

[AM ST 374 Nineteenth-Century American Women Writers (also ENGL 374 and WOMNS 378) # (IV)]

4 credits. Not offered 2001–2002. Staff.
For description, see ENGL 374.]

AM ST 395 Policing and Prisons in American Culture (also ENGL 397) (IV)

Spring. 4 credits. B. Maxwell.
For description, see ENGL 397.

[AM ST 403 Studies in American Poetry: Great Books, 1855–1926 (also ENGL 403) (IV)]

Fall. 4 credits. Not offered 2001–2002.
R. Gilbert.

For description, see ENGL 403.]

AM ST 461 Asian Americans and Popular Culture (also AAS 461, ENGL 461, THETR 461) (IV)

Fall. 4 credits. S. Dave.
For description, see AAS 461.

[AM ST 465 Proseminar in American Studies (also ENGL 465) (IV)]

4 credits. Not offered 2001–2002. J. Porte.
For description, see ENGL 465.]

AM ST 469 William Faulkner (also ENGL 469) (IV)

Fall. 4 credits. H. Spillers.
For description, see ENGL 469.

AM ST 470 Studies in the Novel: Forms of American Fiction: The Short Story as Novel (also ENGL 470) (IV)

Fall. 4 credits. L. Herrin.
For description, see ENGL 470.

[AM ST 473 American Indian Autobiography (also ENGL 473) (IV)]

Fall. 4 credits. Not offered 2001–2002.
L. Donaldson.

For description, see ENGL 473.]

AM ST 475 Seminar in Cinema I (also THETR 475) (IV)

Fall. 4 credits. D. Fredericksen.
For description, see THETR 475.

[AM ST 479 Jewish-American Writing (also ENGL 479 and JWST 478) (IV)]

4 credits. Not offered 2001–2002. J. Porte.
For description, see ENGL 479.]

Government and Public Policy**GOVT 111 Introduction to American Government and Politics (III)**

Fall. 3 credits. T. J. Lowi.
An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

AM ST 302 Social Movement in American Politics (also GOVT 302) (III)

Fall. 4 credits. M. E. Sanders.
For description, see GOVT 302.

[AM ST 305 Public Opinion and Political Participation (also GOVT 304) (III)]

Fall. 4 credits. Not offered 2001–2002.
J. Cowden.
For description, see GOVT 305.]

[AM ST 310 Civil Liberties in the United States (also GOVT 327) (III)]

4 credits. Not offered 2001–2002. J. Rabkin.
For description, see GOVT 327.]

[AM ST 315 Prisons (also GOVT 314) (III)]

4 credits. Not offered 2001–2002.
M. Katzenstein.
For description, see GOVT 314.]

[AM ST 316 The American Presidency (also GOVT 316) (III)]

Fall. 4 credits. Not offered 2001–2002.
M. E. Sanders.
For description, see GOVT 316.]

AM ST 319 The American Congress (also GOVT 318) (III)

Spring. 4 credits. M. Shefter.
For description, see GOVT 318.

[AM ST 328 Constitutional Politics: The United States Supreme Court (also GOVT 328) (III)]

4 credits. Not offered 2001–2002. J. Rabkin.
For description, see GOVT 328.]

[AM ST 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also S&TS 350, GOVT 305) (III)]

Spring. 4 credits. Not offered 2001–2002.
M. Dennis.
For description, see S&TS 350.]

[AM ST 353 Feminism Movements and the State (also GOVT 353, WOMNS 353) (III)]

4 credits. Not offered 2001–2002.
M. Katzenstein.
For description, see GOVT 353.]

AM ST 376 American Political Thought from Madison to Malcolm X (also GOVT 366 and HIST 316) # (III)

Fall. 4 credits. I. Kramnick.
For description, see GOVT 366.

[AM ST 388 Science in the American Polity, 1800-1960 (also S&TS 390, GOVT 308) (III)]

Fall. 4 credits. Not offered 2001-2002.
M. Dennis
For description, see S&TS 390.]

AM ST 389 Science in the American Polity, 1960-Now (also S&TS 391, GOVT 309) (III)

Fall. 4 credits. M. Dennis.
For description, see S&TS 391.

[AM ST 409 Racial Prejudice and Political Intolerance (also GOVT 409) (III)]

4 credits. Limited to 15 students. Not offered 2001-2002. J. Cowden.
For description, see GOVT 409.]

AM ST 428 Government and Public Policy: An Introduction to Analysis and Criticism (also GOVT 428) (III)

Fall. 4 credits. T. Lowi.
For description, see GOVT 428.

AM ST 429 Government and Public Policy: An Introduction to Analysis and Criticism (also GOVT 429) (III)

Spring. 4 credits. 428 and consent of instructor are required for 429. T. Lowi.
For description, see GOVT 429.

History

AM ST 103 Introduction to American History (also HIST 101) # (III)

Fall. 4 credits. M. B. Norton.
A survey of American history from the beginning through the Civil War. Topics include cultural encounters in the age of Columbus, European colonization, the American Revolution, the early republic, antebellum reform movements, and the coming of the Civil War.

AM ST 104 Introduction to American History (also HIST 102) (III)

Spring. 4 credits. Staff.
An introductory survey of the development of the United States since the Civil War.

AM ST 124 Democracy and its Discontents: Political Traditions in the United States (also HIST 124) (III)

Summer. 3 credits. N. Salvatore.
An examination of democracy and its critics. The course explores the evolution of democracy in America, focusing on some of the dramatic and important episodes in American history. It considers the struggles over the emancipation of slaves in the nineteenth century and expanded rights for women and working people in the twentieth century, free-speech issues, the civil-rights movement, religious-based critiques of American culture, and conservative critiques of American liberalism. The course serves as an investigation of the ways in which political expression takes forms in modern American culture. In addition to lectures, the course features several afternoon programs. These programs include guest lecturers and hands-on instruction in how to use the modern electronic research library.

[AM ST 201 Popular Culture in the United States, 1900-1945 (III or IV)]

Fall. 4 credits. Not offered 2001-2002.
G. Altschuler.

American Studies 201 deals with American popular culture in the period between 1900 and the end of World War II. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines, and music, we try to better understand the ways in which popular culture as "contested terrain," the place where social classes, racial and ethnic groups, women and men, the powerful and the less powerful, seek to "control" images and themes. Topics for 201 include: the Western; Cultural Heroes and the Cult of Individualism in the 1920s; The Hays Code and the Black Sox scandal; Mae West and the "New Women"; Advertising in an Age of Consumption; Gangsters and G-Men; and Jackie Robinson and the American Dilemma.]

[AM ST 202 Popular Culture in the United States, 1945-Present (III or IV)]

Spring. 4 credits. Not offered 2001-2002.
G. Altschuler.

American Studies 202 treats the period from 1945 to the present. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines, and music, we try to better understand the ways in which popular culture shapes and/or reflects American values. The course also depicts popular culture as "contested terrain," the place where social classes, racial and ethnic groups, women and men, the powerful and less powerful, seek to "control" images and themes. Topics for 202 include: The "Honey-mooners" and 1950s Television, soap operas; "Gross-out" movies; Elvis; The Beatles, and Guns 'n Roses; Gothic Romances; and People Magazine and USA Today.]

[AM ST 204 Comparative Migration in the Americas (also HIST 202) (III)]

Spring. 4 credits. Not offered 2001-2002.
M. C. Garcia.

For description, see HIST 202.]

AM ST 208 Seminar: Era-Franklin D. Roosevelt (also HIST 208) (III)

Fall. 4 credits. R. Polenber.

For description, see HIST 208.

[AM ST 210 Civil Rights and Civil Wrongs: The Search for Racial Justice in America, 1945-1970 (III)]

Fall. 4 credits. Not offered 2001-2002.
N. Salvatore.

In this seminar we read a variety of texts that underscore the fierce struggle to define the meaning of civil rights in American society during this era. We explore this from multiple perspectives through readings of historical, legal, political, theological, and literary readings.]

AM ST 212 African American Women: Twentieth Century (also HIST 212 and WOMNS 212) (III)

Spring. 4 credits. M. Washington.
For description, see HIST 212.

AM ST 214 Seminar on American Foreign Policy (also HIST 214) (III)

Fall. 3 credits. Prerequisite: permission of instructor. W. LaFeber.
For description, see HIST 214.

AM ST 219 Mexican Immigration to the United States (also HIST 219, LSP 219) (III)

Fall. 4 credits. J. Cardenas.
For description, see LSP 219.

[AM ST 241 History of Childhood in the United States (also HD 241 and HIST 271) (III)]

Spring. 4 credits. Not offered 2001-2002.
J. Brumberg.
For description, see HD 241.]

[AM ST 251 Black Religious Traditions from Slavery to Freedom (also HIST 251 and RELST 251) (III)]

Fall. 4 credits. Not offered 2001-2002.
M. Washington.
For description, see HIST 251.]

[AM ST 258 Historical Development of Women as Professionals, 1800 to Present (also HD 258, HIST 238, WOMNS 238) (III)]

4 credits. Not offered 2001-2002.
J. Brumberg.
For description, see HD 258.]

[AM ST 259 Introduction to U.S. Latino History, Part I (also HIST 260, LSP 260) (III)]

4 credits. Not offered 2001-2002.
M. C. Garcia.

For description, see HIST 260.]

AM ST 261 Introduction to U.S. Latino History, Part II (also HIST 261, LSP 261) (III)]

Spring. 4 credits. M. C. Garcia.
For description, see HIST 261.

[AM ST 272 American Indian History, 1500-1850 (also HIST 276 and AIS 276) # (III)]

Fall. 4 credits. Not offered 2001-2002.
D. Usner.

For description, see HIST 276.]

[AM ST 273 Women in American Society, Past and Present (also HIST 273) # (III)]

4 credits. Not offered 2001-2002.
M. B. Norton.

For description, see HIST 273.]

[AM ST 277 American Indian History Since 1850 (also HIST 277 and AIS 277) (III)]

Spring. 4 credits. Not offered 2001-2002.
D. Usner.

For description, see HIST 277.]

[AM ST 303 African American Women in Slavery and Freedom (also HIST 303) # (III)]

Spring. 4 credits. Not offered 2001-2002.
M. Washington.

For description, see HIST 303.]

[AM ST 304 American Culture in Historical Perspective, 1880-1980 (also HIST 304) (III)]

Spring. 4 credits. Not offered 2001-2002.
M. Kammen.

For description, see HIST 304.]

[AM ST 311 Structure of American Political History (also HIST 311) # (III)]

Fall. 4 credits. Not offered 2001-2002.
J. Silbey.

For description, see HIST 311.]

[AM ST 312 Structure of American Political History (also HIST 312) (III)]

Spring. 4 credits. Not offered 2001-2002.
J. Silbey.

For description, see HIST 312.]

[AM ST 314 History of American Foreign Policy, 1912 to the Present (also HIST 314) (III)]

Spring. 4 credits. Not offered 2001–2002.
T. Borstelmann.

For description, see HIST 314.]

AM ST 317 American Constitutional Development (also HIST 318) (III)

Fall. 4 credits. R. Polenber.

For description, see HIST 318.

[AM ST 320 Understanding Work in America, 1800–1990 (also HIST 315) (III)]

4 credits. Not offered 2001–2002; next offered 2003–2004. N. Salvatore.

This course examines both the experience and the perception of work in American life in the century framed by two fundamental formations: the emergence of a system of industrial capitalism largely nationalistic in its orientation and the development of a more international economic system in more recent times. Among the topics considered are the effects of technological change, its impact on the experience of work across numerous occupational categories, and the changing perceptions of work as reflected in contemporary cultural expression, literature, and commentary across the century.]

[AM ST 321 Colonial North America to 1763 (also HIST 321) # (III)]

4 credits. Not offered 2001–2002.

M. B. Norton.

For description, see HIST 321.]

AM ST 322 Age of the American Revolution, 1763–1815 (also HIST 325) # (III)

Spring. 4 credits. M. B. Norton.

For description, see HIST 325.

[AM ST 324 Varieties of American Dissent, 1880–1990 (also HIST 324) (III)]

4 credits. Not offered 2001–2002; next offered 2002–2003. N. Salvatore.

The idea of dissent in American society raises a variety of images. Civil rights activists, striking workers, and student radicals of the 1960s are familiar enough symbols of dissent. But might we understand a Pentecostal believer, filled with the spirit of his or her God in critiquing contemporary society, as an example of American dissent? This course explores the varieties of economic, political, and cultural dissent in American between 1880 and 1990, and examines how understanding dissent in its specific historical context illuminates major aspects of American life and culture.]

[AM ST 327 American Frontier History before 1850 (also HIST 327) # (III)]

4 credits. Not offered 2001–2002. D. Usner.

For description, see HIST 327.]

AM ST 329 Indians, Settlers, and Slaves in the Early South (also HIST 329, AIS 329) # (III)

Spring. 4 credits. D. Usner.

For description, see HIST 329.

[AM ST 330 The Age of Jackson, 1813–1850 (also HIST 330) # (III)]

4 credits. Not offered 2001–2002.

For description, see HIST 330.]

AM ST 331 American Civil War and Reconstruction, 1850–1877 (also HIST 331) # (III)

Fall. 4 credits. J. Silbey.

For description, see HIST 331.

[AM ST 332 The Urbanization of American Society, 1600 to 1860 (also HIST 332) # (III)]

4 credits. Not offered 2001–2002. S. Blumin.

For description, see HIST 332.]

AM ST 333 The Urbanization of American Society, 1860–2000 (also HIST 333) (III)

Spring. 4 credits. S. Blumin.

For description, see HIST 333.

[AM ST 336 Capitalism and Society in Developing America, 1607–1877 (also HIST 336) # (III)]

4 credits. Not offered 2001–2002.

S. Blumin.

For description, see HIST 336.]

[AM ST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840–2000 (also HIST 337) (III)]

Spring. 4 credits. Not offered 2001–2002.

S. Blumin.

For description, see HIST 337.]

[AM ST 340 Recent American History, 1925–1960 (also HIST 340) (III)]

Spring. 4 credits. Not offered 2001–2002.

R. Polenber.

For description, see HIST 340.]

AM ST 341 Recent American History, 1960–Present (also HIST 341) (III)

Spring. 4 credits. R. Polenber.

For description, see HIST 341.

[AM ST 345 Intellectual/Cultural Life of Nineteenth-Century Americans (also HIST 345 and RELST 345) # (III)]

Spring. 4 credits. Not offered 2001–2002.

R. L. Moore.

For description, see HIST 345.]

[AM ST 346 Modernization of the American Mind (also HIST 346) (III)]

4 credits. Not offered 2001–2002.

R. L. Moore.

For description, see HIST 346.]

AM ST 347 American Environmental History (also HIST 347) (III)

Fall. 4 credits. F. Dunaway.

For description, see HIST 347.

[AM ST 359 American Families in Historical Perspective (also HD 359 and WOMNS 357)]

3 credits. Not offered 2001–2002.

J. Brumberg.

For description, see HD 359.]

[AM ST 378 Topics in U.S. Women's History (also HIST 378 and WOMNS 378) (III)]

4 credits. Not offered 2001–2002.

M. B. Norton.

For description, see HIST 378.]

[AM ST 406 The Immigrant City 1990–2000 (also S HUM 406, LSP 406, and HIST 412) (III)]

Fall. 4 credits. Not offered 2001–2002.

M. C. Garcia.

For description, see S HUM 406.]

AM ST 411 Seminar: American Political History (also HIST 411) (III)

Spring. 4 credits. Prerequisite: permission of instructor. J. Silbey.

For description, see HIST 411.

[AM ST 417 History of Female Adolescence (also HD 417, HIST 458, WOMNS 438) # (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2001–2002.

J. Brumberg.

For description, see HD 417.]

AM ST 419 Seminar in American Social History (also HIST 419) (III)

Spring. 4 credits. Taught in Washington,

D.C. S. Blumin.

For description, see HIST 419.

[AM ST 421 Undergraduate Seminar in American Cultural History (also HIST 421) (III)]

4 credits. Prerequisite: permission of instructor. Not offered 2001–2002.

M. Kammen.

For description, see HIST 421.]

AM ST 439 Reconstruction and the New South (also HIST 439) (III)

Fall. 4 credits. Limited to 15 students.

M. Washington.

For description, see HIST 439.

[AM ST 440 Undergraduate Seminar in Recent American History (also HIST 440) (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001–2002.

R. Polenber.

For description, see HIST 440.]

[AM ST 442 Religion and Politics in American History from J. Winthrop to R. Reed (also HIST 442 and RELST 442) (III)]

4 credits. Prerequisite: permission of instructor. Not offered 2001–2002.

R. L. Moore.

For description, see HIST 442.]

AM ST 486 Seminar on the 1960s (also HIST 486) (III)

Fall. 4 credits. Limited to 15 students.

T. Borstelmann.

For description, see HIST 486.

AM ST 500 Research Seminar in American Studies (also HIST 500)

Fall or spring. Offered in Cornell-in-Washington Program only. S. Blumin and others.

For description, see HIST 500.

AM ST 501 Politics and Policy: Theory, Research, and Practice (also GOVT 500, ALS 500, and PAM 406)

Fall, spring. Offered in Cornell-in-Washington Program only. S. Jackson.

For description, see GOVT 500.

Music and Visual Studies**AM ST 105 Popular Music in America: 1850–1985 (also MUSIC 101) # (IV)**

Spring. 3 credits. S. Pond.

For description, see MUSIC 101.

AM ST 222 A Survey of Jazz (also MUSIC 222) (IV)

Fall. 3 credits. S. Pond.

For description, see MUSIC 222.

[AM ST 223 History of Rock Music (also MUSIC 221) (IV)]

Spring. 3 credits. Not offered 2001–2002.

J. Peraino.

For description, see MUSIC 221.]

[AM ST 243 Inside Out: The American Everyday Interior (also DEA 243, WOMNS 243)]

Spring. 3 credits. Not offered 2001-2002.
J. Jennings.

For description, see DEA 243.]

[AM ST 270 Mapping American (also ART H 270) # (IV)]

Fall. 4 credits. Not offered 2001-2002.
L. L. Meixner.

For description, see ART H 270.]

AM ST 282 The American Landscape (also LA 282)

Fall. 3 credits. H. Gottfried.

For description, see LA 282.

[AM ST 355 U.S. Art from FDR to Reagan (also ART H 365) (IV)]

Fall. 4 credits. Not offered 2001-2002.
J. E. Bernstock.

For description, see ART H 365.]

AM ST 360 Painting and Everyday Life in Nineteenth-Century America (also ART H 360) # (IV)]

Spring. 4 credits. L. L. Meixner.

For description, see ART H 360.

AM ST 390 American Architecture and Building I (also ARCH 390)

Fall. 3 credits. Prerequisites: ARCH 181-182 or permission of instructor. M. Woods.

For description, see ARCH 390.

[AM ST 391 American Architecture and Building II (also ARCH 391)]

3 credits. Prerequisites: ARCH 181-182 or permission of instructor. Not offered 2001-2002. M. Woods.]

[AM ST 397 Special Topics in the History of Architecture and Urbanism (also ARCH 398)]

3 credits. Prerequisites: ARCH 181-182 or permission of instructor. Not offered 2001-2002. M. Woods.

For description, see ARCH 398.]

[AM ST 462 Topics in Early Modernism (also ART H 462) (IV)]

4 credits. Not offered 2001-2002.
L. L. Meixner.

For description, see ART H 462.]

Honors

Please see description of major for information about registration in these courses.

AM ST 493-494 Honors Essay Tutorial

493, fall; 494, spring. Up to 4 credits each semester. See R. L. Moore for appropriate advisers.

Center for Applied Mathematics

The Center for Applied Mathematics administers a broadly based interdepartmental graduate program that provides opportunities for study and research over a wide range of the mathematical sciences. This program is based on a solid foundation in analysis, algebra, and methods of applied mathematics. The remainder of the graduate student's program is designed by the student and his or her Special Committee. For detailed information on opportunities for graduate study in applied mathematics, students should contact the Director of Graduate Studies of the Center for Applied Mathematics, 657 Frank H. T. Rhodes Hall.

There is no special undergraduate degree program in applied mathematics. Undergraduate students interested in an application-oriented program in mathematics may select an appropriate program in the Department of Mathematics, the Department of Computer Science, or some department of the College of Engineering.

A listing of selected graduate courses in applied mathematics can be found in the description of the center in "Interdisciplinary Centers, Programs, and Studies."

Archaeology Program

S. Baugher (landscape architecture), R. G. Calkins (history of art), K. M. Clinton (classics), J. E. Coleman (classics), D. Evett (Language House Program), R. T. Farrell (English), K. L. Gleason (landscape architecture), J. S. Henderson (anthropology), K. A. R. Kennedy (ecology and systematics), P. I. Kuniholm (history of art), director of undergraduate studies, D. I. Owen (Near Eastern studies), Joan R. Piggott (history), A. Ramage (history of art), N. Russell (anthropology), B. S. Strauss (history), Michael A. Tomlan (city and regional planning), T. P. Volman (anthropology), Jeffrey R. Zorn (near eastern studies).

Archaeology is an interdisciplinary field at Cornell, which is one of the few universities in the United States to offer a separate archaeology major. Program faculty members, affiliated with several departments, coordinate course offerings and help students identify opportunities for fieldwork, graduate study, and professional positions.

The Major

Prospective majors must complete Archaeology 100 or one of the basic courses as defined below before they will be admitted to the major. This initial course will not be counted toward the major requirements.

Because the major draws on the teaching and research interests of faculty from many departments to present a broad view of the archaeological process, interested students should discuss their course of study with a participating faculty member as early as possible. In some areas of specialization, intensive language training should be coordinated with other studies as early as the freshman year.

Once admitted to the major, students must take at least 32 additional credits from the courses listed below, or from related fields selected in consultation with a major adviser of their choosing. The courses chosen should provide exposure to a broad range of cultures known through archaeology and the methods of uncovering and interpreting them. Sixteen of the credit hours should be at the 300 level or above. At least two courses must be taken from each of the following categories: B. Anthropological Archaeology; C. Classical, Near Eastern, and Medieval Archaeology; and D. Methodology and Technology.

Either ARKEO 481 or ARKEO 482 (Honors Thesis, fall and spring) can count toward the major, but not both. In addition to ARKEO 481 or 482, only four credits of ARKEO 300 (Individual Study) or other supervised study can count towards the major.

Courses basic to the discipline of archaeology are marked with the word "Basic" after the number of credit hours. It is recommended that majors who are planning to pursue graduate studies in archaeology take at least two of the basic courses in each category. Further courses in languages and geology are also recommended.

Honors. Honors in archaeology are awarded on the basis of the quality of an honors essay and the student's overall academic record. Prospective honors students should have at least a 3.5 grade point average in the major and a 3.0 grade point overall. They should consult with the director of undergraduate studies before the beginning of the senior year. The honors essay is normally prepared over two semesters in consultation with a faculty adviser during the senior year; students may enroll in Archaeology 481 (fall) or Archaeology 482 (spring) for this purpose.

Fieldwork. Every student should gain some practical experience in archaeological fieldwork on a project authorized by his or her adviser. This requirement may be waived in exceptional circumstances. The Jacob and Hedwig Hirsch bequest provides support for a limited number of students to work at excavations sponsored by Cornell and other approved institutions.

The Concentration

Students in Cornell schools and colleges other than Arts and Sciences may elect a concentration in archaeology. To concentrate in archaeology, the student must complete five courses, all with a grade of C or better. The five courses must consist of either (1) Archaeology 100 and four other courses from categories B-D (described above), at least three of which must be basic courses, or (2) five courses from categories B-D, at least four of which must be basic courses. Concentrators are encouraged to gain some fieldwork experience. They are eligible for Hirsch Scholarships in support of fieldwork on the same basis as majors.

First-Year Writing Seminars

For course descriptions, see the first-year writing seminar brochure.

A. Introductory Courses and Independent Study Courses**ARKEO 100 Introduction to Archaeology (also ANTHR 100) # @ (III or IV)**

Fall. 3 credits. Basic. J. Henderson.

A broad introduction to archaeology: the study of material remains to answer questions about the human past. Case studies highlight the variability of ancient societies and illustrate the varied methods and interpretive frameworks archaeologists use to reconstruct them. This course can serve as a platform for both Archaeology and Anthropology undergraduate majors.

ARKEO 201 Lost Tribes and Sunken Continents (also ANTHR 201) @ #

Summer only. 3 credits. D. Evett.

An examination of popular theories about past highlights, differences among them, and the kinds of explanations offered by archaeologists. Emphasis is on the ways archaeologists interpret the past. Case studies include Atlantis, Stonehenge, Egyptian and Mexican pyramids, and the history of contacts between the Old World and the Americas.

ARKEO 300 Individual Study in Archaeology and Related Fields

Fall and spring. Credit TBA. Prerequisite: ARKEO 100 or permission of instructor. Students pursue topics of particular interest with the guidance of a faculty member.

ARKEO 481-482 Honors Thesis

481, fall; 482, spring. 4 (V) credits. S-U only. Prerequisite: admission to Honors Program. The student, under faculty direction, prepares a senior thesis.

ARKEO 600 Special Topics in Archaeology

Fall and spring. 4 (V) credits. Students pursue advanced topics of particular interest under the guidance of a faculty member(s).

ARKEO 681-682 Master's Thesis

681, fall; 682, spring. 4 (V) credits. S-U only. Limited to students admitted to Master's Program in Archaeology. Students, working individually with faculty member(s), prepare a Master's Thesis in Archaeology.

B. Anthropological Archaeology**[ARKEO 202 Interpretive Archaeology (also ANTHR 202) (III)]**

Fall. 3 credits. Basic. Limited to 50 students. Not offered 2001-2002. T. P. Volman.

For description, see ANTHR 202.]

[ARKEO 203 Early People: The Archaeological and Fossil Record (also ANTHR 203) # (III)]

Spring. 3 credits. Basic. Not offered 2001-2002. T. P. Volman.]

[ARKEO 204 Ancient Civilizations (also ANTHR 204) @ # (III)]

Fall. 3 (4) V credits. Basic. Not offered 2001-2002. J. S. Henderson.]

[ARKEO 215 Stone Age Art (also ANTHR 215) # (III)]

Fall. 3 credits. Not offered 2001-2002. T. P. Volman.

For description, see ANTHR 215.]

ARKEO 255 Great Empires of the Andes (also ANTHR 255) @ # (III)]

Summer only. 3 credits. M. Malpass. The Andes region of South America, stretching from northern Colombia to Tierra del Fuego, saw the rise and fall of some of the world's most spectacular societies, from the Moche of the north Peruvian coast to the Incas. Not only were the cultures of this area highly developed, but many of the technologies—metallurgy, textiles, ceramics, and stonemasonry, to name just four—were unusually sophisticated. The Andean region saw the indigenous domestication of plants and animals as well as the rise of state-level societies. This course introduces students to the cultural developments of this fascinating area, from the earliest times to the fall of the Incas in AD 1543.

[ARKEO 317 Stone Age Archaeology (also ANTHR 317) (III)]

Fall. 4 credits. Not offered 2001-2002. T. P. Volman.

For description, see ANTHR 317.]

[ARKEO 355 Ancient Mexico and Central America (also ANTHR 355) @ # (III)]

Spring. 4 credits. Basic. Not offered 2001-2002. J. Henderson.

For description, see ANTHR 355.]

[ARKEO 409 Approaches to Archaeology (also ARKEO 609 and ANTHR 409/609) (III)]

Fall. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 2001-2002. N. Russell.

For description, see ANTHR 409.]

[ARKEO 459 Archaeology of the Household (also ARKEO 659 and ANTHR 459/659) (III)]

Fall. 4 credits. Not offered 2001-2002. J. Henderson and N. Russell.

For description, see ANTHR 459.]

[ARKEO 466 Humans and Animals (also ARKEO 666 and ANTHR 466/666) # (III)]

Fall. 4 credits. Not offered 2001-2002. N. Russell.

For description, see ANTHR 466.]

[ARKEO 469 Gender and Age in Archaeology (also ARKEO 669 and ANTHR 469/669) # (III)]

Spring. 4 credits. Not offered 2001-2002. N. Russell.

For description, see ANTHR 469.]

[ARKEO 493 Seminar in Archaeology (also ANTHR 493)]

Fall. 4 credits. Not offered 2001-2002.]

[ARKEO 494 Seminar in Archaeology: The Archaeology of Human Origins (also ANTHR 494)]

Fall. 4 credits. Not offered 2001-2002. T. P. Volman.

For description, see ANTHR 494.]

[ARKEO 609 Approaches to Archaeology (also ARKEO 409 and ANTHR 409/609)]

Fall. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 2001-2002. N. Russell.

For description, see ANTHR 409.]

[ARKEO 659 Archaeology of the Household (also ARKEO 459 and ANTHR 459/659)]

Fall. 4 credits. Not offered 2001-2002. J. Henderson and N. Russell.

For description, see ANTHR 459.]

[ARKEO 666 Humans and Animals (also ARKEO 466 and ANTHR 466/666)]

Fall. 4 credits. Not offered 2001-2002. N. Russell.

For description, see ANTHR 466.]

ARKEO 667 Contemporary Archaeological Theory (also ANTHR 667)

Spring. 4 credits. Prerequisite: undergraduates by permission of instructor. Limited to 14 students. N. Russell.

For description, see ANTHR 667.]

[ARKEO 669 Gender and Age in Archaeology (also ARKEO 469 and ANTHR 469/669)]

Spring. 4 credits. Not offered 2001-2002. N. Russell.

For description, see ANTHR 469.]

[ANTHR 456 Mesoamerican Religion, Science, and History]

Fall. 4 credits. Not offered 2001-2002.]

[LA 260 Preindustrial Cities and Towns of North America (also CRP 260)]

Fall. 3 credits. Not offered 2001-2002. S. Baugher.

For description, see LA 260.]

C. Classical, Near Eastern, and Medieval Archaeology**[ARKEO 221 Minoan-Mycenaean Art and Archaeology (also CLASS 221 and ART H 221) # (IV)]**

3 credits. Basic. Not offered 2001-2002. J. Coleman.

For description, see CLASS 221.]

[ARKEO 233 Archaeology in Action II (also ART H 225 and CLASS 233) # (IV)]

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 2001-2002.

P. I. Kuniholm.

For description, see ART H 225.]

[ARKEO 240 Old World Prehistory (also ANTHR 240) # (III)]

Fall. 3 credits. Not offered 2001-2002. N. Russell.

For description, see ANTHR 240.]

ARKEO 263 Introduction to Biblical History and Archaeology (also NES 263, JWST 263, and RELST 264) @ # (III)]

Spring. 3 credits. J. Zorn.

For description, see NES 263.]

ARKEO 268 Ancient Egyptian Civilization (also NES 268 and JWST 268) @ # (III or IV)]

Spring. 3 credits. G. Kadish.

For description, see NES 268.]

[ARKEO 275 Ancient Seafaring (also JWST 261 and NES 261) @ # (III)]

3 credits. Not offered 2001-2002.

D. I. Owen.

For description, see NES 261.]

[ARKEO 321 Mycenae and Homer (also CLASS 321 and ART H 321) # (IV)]

Fall. 4 credits. Prerequisite: at least 1 previous course in Archaeology, Classics, or History of Art. Not offered 2001-2002. J. Coleman.

Study of the relationship between the Mycenaean period of Greece (known primarily from archaeology) and the Homeric *Iliad* and *Odyssey*. Topics include Mycenaean architecture, burial customs, kinship, and military activities; the reasons for the collapse of the Bronze Age palatial economies; the archaeological evidence for society in the "Dark Ages" that followed; the writing systems of Mycenaean Greece (Linear B) and the Iron Age (the Semitic/Greek alphabet); and the nature of the Homeric poems and their value as historical sources.]

ARKEO 360-61 Origins of Mesopotamian Civilization (also NES 360-361) @ # (III or IV)]

360, fall; 361, spring. 4 credits. D. Owen.

For description, see NES 360-61.]

[ARKEO 366 The History and Archaeology of the Ancient Near East (also JWST 366 and NES 366) @ # (III or IV)]

Fall. 4 credits. Not offered 2001-2002. D. I. Owen.

For description, see NES 366.]

[ARKEO 380 Introduction to the Arts of China (also ART H 380) @ # (IV)

Fall. 4 credits. Not offered 2001-2002.

A. Pan.

For description, see ART H 380.]

[ARKEO 417 Early Medieval Archaeology and Literature (also ARKEO 617, ENGL 417 and 617) # (IV)

Fall. 4 credits. Prerequisite: permission of instructor. Enrollment limited to 15 students. This course may be used as one of the three pre-1800 courses required of English majors. Not offered 2001-2002.

R. T. Farrell.

For description, see ENGL 417.]

[ARKEO 425 Seminar on the Bronze Age Architecture of Asia Minor (also ART H 425 and CLASS 430) # (IV)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.

P. I. Kuniholm.]

[ARKEO 432 Sardis and the Cities of Asia Minor (ART H 424 and CLASS 432) # (IV)

4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.

A. Ramage.]

ARKEO 434 The Rise of Classical Greece (also ART H 434 and CLASS 434) # (IV)

4 credits. Recommended: CLASS 220 or 221 or ART H 220 or 221, or permission of instructor. P. I. Kuniholm.

For description, see ART H 434.

ARKEO 435 Seminar on Roman Art and Archaeology (also CLASS 435 and ART H 427) # (IV)

Spring. 4 credits. Prerequisite: permission of instructor. A. Ramage.

For description, see ART H 427.

[ARKEO 520 Seminar in Classical Archaeology (also ART H 520 and CLASS 630)

Fall. 4 credits. Not offered 2001-2002.

J. E. Coleman.

For description, see CLASS 630.]

[ARKEO 617 Early Medieval Archaeology and Literature (also ARKEO 417, ENGL 417 and 617)

Fall. 4 credits. Not offered 2001-2002.

R. T. Farrell.

For description, see ENGL 417.]

[ARKEO 629 The Prehistoric Aegean (also CLASS 629)

4 credits. For graduate students and advanced undergraduates with permission of instructor. Not offered 2001-2002.

J. E. Coleman.

For description, see CLASS 629.]

CLASS 220 Introduction to Art History: The Classical World (also ART H 220)

Fall. 4 credits. J. Rife.

For description, see CLASS 220.

CLASS 319 Art in the Daily Life of Greece and Rome (also ART H 319)

Spring. 4 credits. A. Ramage.

For description, see ART H 319.

[CLASS 322 Greeks and Barbarians (also ART H 328)

Fall. 4 credits. Prerequisite: Classics 220 or 221, or permission of instructor. Not offered 2001-2002. J. Coleman.

For description, see CLASS 322.]

[CLASS 329 Greek Sculpture (also ART H 329)

4 credits. Not offered 2001-2002.

J. E. Coleman.

For description, see CLASS 329.]

CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also RELST 333)

Fall. 4 credits. A previous course in Classics (civilization or language) or RELST 101 is recommended.

K. Clinton.

For description, see CLASS 333.

[ART H 322 Arts of the Roman Empire (also CLASS 350)

Fall. 4 credits. Not offered 2001-2002.

A. Ramage.

For description, see ART H 322.]

[ART H 325 Greek Vase Painting (also CLASS 325)

Fall. 4 credits. Not offered 2001-2002.

A. Ramage.

For description, see ART H 325.]

[ART H 327 Greek and Roman Coins (also CLASS 327)

4 credits. Not offered 2001-2002.

A. Ramage.

For description, see ART H 327.]

LA 292 Creating a Second Nature

Spring. 3 credits. Prerequisites: none. ANTHR 100, ARKEO 100, or CLASS/ART H 220 recommended. Offered alternate years; next offered spring 2002. K. Gleason.

For description, see LA 292.

LA 545 The Parks and Fora of Imperial Rome

Spring. 3 credits. Prerequisites: advanced standing in a design field, classics or history of art, or by permission of the instructor. K. Gleason.

For description, see LA 545.

D. Methodology and Technology**[ARKEO 256 Practical Archaeology (also CLASS 256) (IV)**

Spring. 3 credits. Not offered 2001-2002.

J. Coleman.

For description, see CLASS 256.]

ARKEO 262 Laboratory in Landscape Archaeology (also LA 262)

Fall. 3 credits. S. Baugher.

For description, see LA 262.

ARKEO 285 Art, Archaeology, and Analysis (also ART 372, ENGR 185, EAS 200, MS&E 285, ART H 200, NS&E 285, and PHYS 200) (I or IV)

Spring. 3 credits. Does not meet liberal studies distribution requirements. Staff.

For description, see EAS 200.

ARKEO 309 Dendrochronology of the Aegean (also ART H 309 and CLASS 309) # (III or IV)

Fall and spring. 4 credits. Limited to 10 students. Letter only. Prerequisite: permission of instructor. P. I. Kuniholm.

For description, see ART H 309.

[ARKEO 370 Environmental Archaeology (also ARKEO 670 and ANTHR 370 and 670) (III)

Spring. 4 credits. Prerequisite: 2 previous courses in archaeology or permission of instructor. Not offered 2001-2002.

T. P. Volman.

For description, see ANTHR 370.]

[ARKEO 405 Archaeological Research Design (also ARKEO 605 and ANTHRO 405/605) (III)

Spring. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 2001-2002. J. S. Henderson, T. P. Volman.

For description, see ANTHR 405.]

[ARKEO 423 Ceramics (also ART H 423 and CLASS 423) # (IV)

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2001-2002.

A. Ramage.

For description, see ART H 423.]

[ARKEO 458 Archaeological Analysis (also ARKEO 658 and ANTHR 458/658) (III)

Spring. 4 credits. Prerequisite: 1 course in archaeology or permission of instructor. Enrollment limited to 15 students. Not offered 2001-2002. J. S. Henderson.

For description, see ANTHR 458.]

[ARKEO 463 Zooarchaeological Method (also ANTHR 463) (III)

Fall. 5 credits. Not offered 2001-2002.

N. Russell.

For description, see ANTHR 463.]

[ARKEO 464 Zooarchaeological Interpretation (also ANTHR 464) (III)

Spring. 4 credits. Not offered spring 2001.

N. Russell.

For description, see ANTHR 464.]

[ARKEO 467 Origins of Agriculture (also ANTHR 467) # (III)

Spring. 4 credits. Not offered 2001-2002.]

ARKEO 601 Graduate Colloquium in Archaeology

4 credits. Open to graduate students and advanced undergraduates by permission of instructor. Staff.

Faculty members of the Program in Archaeology and invited speakers present summaries of the different aspects of archaeological analysis. Topics may include: lithics, ceramic typology, petrographic and neutron activation analysis, dendrochronology and other chronological techniques, settlement patterns, inscriptions, human and animal bones.

[ARKEO 605 Archaeological Research Design (also ARKEO 405 and ANTHR 405/605)

Spring. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 2001-2002. J. S. Henderson, T. P. Volman.

For description, see ANTHR 405.]

[ARKEO 670 Environmental Archaeology (also ARKEO 370 and ANTHR 370 and 670)

Spring. 4 credits. Prerequisite: 2 previous courses in archaeology or permission of instructor. Not offered 2001-2002.

T. P. Volman.

For description, see ANTHR 370.]

[ANTHR 474 Laboratory and Field Methods in Human Biology (also BIOES 474)

5 credits. Prerequisite: 1 year of introductory biology, Anthropology 101, or permission of instructor. Next offered 2002-2003. K. A. R. Kennedy.]

BIOES 371 Human Paleontology (also ANTHR 371)

Fall. 4 credits. Prerequisite: one year of introductory biology, ANTHR 101, or permission of instructor. K. A. R. Kennedy.

For description, see BIOES 371.

[BIO ES 671 Paleanthropology of South Asia (also ANTHR 671 and ASIAN 620)]

Fall. 3 credits. Not offered 2001–2002.

K. A. R. Kennedy.

For description, see BIO ES 671.]

[BIO ES 673 Human Evolution: Concepts, History, and Theory (also ANTHR 673)]

Fall. 3 credits. Prerequisite: one year of introductory biology or ANTHR 101 or permission of instructor. Not offered 2001–2002. K. A. R. Kennedy.

For description, see BIOES 673.]

LA 261 Urban Archaeology (also CRP 261)

Fall. 3 credits. S. Baugher.

For description, see LA 261.

LA 569 Archaeology in Preservation Planning and Design (also CRP 569)

Spring. 3 credits. Offered alternate years. S. Baugher.

For description, see LA 569.

Asian American Studies Program

The Asian American Studies Program is a university-wide academic program housed administratively within the College of Arts and Sciences. Its aim is to promote teaching, research, and educational activities related to Asian Americans and to serve as a resource to the campus and regional communities. The program's undergraduate courses, offered within the program and cross-listed with departments in various colleges, meet distribution requirements and count toward a concentration in Asian American Studies. The program does not offer a graduate course of study, but students can undertake graduate work in Asian American Studies within selected disciplines of the university.

Undergraduate Concentration

The program's undergraduate concentration affords students an opportunity to develop a multidisciplinary approach to the study of Asians in America. The course of study stresses developments within the United States, but also underscores the transnational and comparative contexts of Asian America and the field's connections with African American, American Indian, Latino, and Women's Studies. Students must work with a faculty adviser from among the program's affiliated faculty and must complete at least 15 units of credits as follows: (a) AAS 110 and two additional courses in Asian American Studies; (b) one course in Africana, American Indian, Latino Studies, or Women's Studies; and (c) one course in East Asian, South Asian, or Southeast Asian Studies. (*These courses must be approved by the student's faculty adviser, and they should address issues of race, gender, or the histories and cultures of Asian peoples.) Students must file an application for the concentration with the Asian American Studies Program.

Resource Center

The program's Asian American Studies Resource Center provides meeting space for the more than 35 undergraduate student organizations of the Cornell Asian Pacific Student Union and the graduate student Asian Pacific American Graduate Association. It also holds a modest print collection of books, periodicals, and newspapers; a current news

clip file; a comprehensive data base of publications on Asian Americans since 1977; and a sizable collection of videotapes on the Asian American experience.

Research

The program encourages faculty and student research on Asian Americans by sponsoring guest lectures, conferences, film festivals, readings, and exhibits. It also funds research projects and student travel to conferences and research sites. The Asian American Studies Workshop is the program's principal research initiative, engaging Cornell's faculty and students with invited faculty from other universities in a year-long intensive study of selected themes.

Affiliated Faculty

T. Chaloeintarana (Southeast Asia Program), B. de Bary (Asian studies), S. Han (sociology), V. P. Kayastha (Kroch Library), J. V. Koschmann (history), L. C. Lee (human development), V. Munasinghe (anthropology), V. Nee (sociology), R. E. Ripple (education), N. Sakai (Asian studies), S. Samuels (English), A. M. Smith (government), K. W. Taylor (Asian studies), Wai-Kwong Wong (Gannett Health Center), S. Wong, director (English), D. Yeh (vice president student/academic services)

Courses**AAS 110 Introduction to Asian American Studies (III or IV)**

Spring. 3 credits. This course can be used to satisfy either a social science or humanities distribution requirement. S. Davé.

An interdisciplinary, cross-cultural introduction to Asian American Studies focusing on contemporary issues. Major themes include: identity and stereotypes, gender, family, community, education, migration and labor, and anti-Asianism. Coverage is given to both Hawaii and the U.S. mainland, and to Asian Indians, Chinese, Filipinos, Hawaiians, Japanese, Koreans, and Southeast Asians.

[AAS 213 Asian American History (III)]

Spring or fall. 4 credits. Not offered 2001–2002.

For description, see HIST 213.]

AAS 262 Asian American Literature (IV)

Spring. 4 credits. S. Wong.

For description, see ENGL 262.

AAS 266 Asian American Women and Literature (also AM ST 266, ENGL 266 and WOMNS 266) (IV)

Fall. 4 credits. S. Davé.

This course explores the intersection of ethnicity, race, class, gender, and sexuality in the lives and literature of Asian American women. We discuss and analyze the historical, and contemporary social, political, and economic forces that have shaped women's lives and how they are reflected in literature. Our goal in the course is to explore and discover the diversity of voices in Asian American women's experiences and the similarities and commonalities of their social histories.

AAS 303 Asians in the Americas: A Comparative Perspective (also ANTHR 303) (III)

Fall. 4 credits. A. Subramanian.

The common perception of ethnicity is that this is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won reputé as a

people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians"? On what basis can we label Asians an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course examines the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.

[AAS 412 Undergraduate Seminar in Asian American History (also HIST 412) (III)]

Spring. 4 credits. Not offered 2001–2002.

For description, see HIST 412. A reading and research seminar that covers various topics in Asian American history.]

[AAS 438 Immigration and Ethnic Identity (III)]

Spring. 4 credits. Not offered 2001–2002.

For description, see SOC 438.]

AAS 461 Asian Americans and Popular Culture (also AM ST 461, ENGL 461, and THETR 461) (IV)

Fall. 4 credits. S. Davé.

This course examines how Asian Americans are represented and represent themselves in American forms of popular culture such as literature, television, film, and print media. We explore the cultural contexts of the term "Asian American" that define its visibility and marketability in contemporary times. Some questions we address include: Is there an Asian American aesthetic, and, if so, how is it characterized? What are the consequences of the consumption of ethnic products by a mainstream audience? What are the ramifications of mass marketing for Asian American writers, producers, and artists?

[AAS 478 Self and Nation in Asian-American Literature (also ENGL 478) (IV)]

4 credits. Not offered 2001–2002.

A study of the ways in which Asian American writers have constructed discourses of self and nation. Topics include nationalism, feminism, identity politics, and theories of minority discourse. In our reading of selected works of prose, poetry, and drama by Chinese American, Filipino American, Japanese American, and Korean American writers, we ask questions about the relation of these works to the moment of their production and reception, and the manner in which these textual representations engage with shifting cultural and political struggles. Writers under discussion may include: Carlos Bulosan, Theresa Hak Kyung Cha, Frank Chin, Jessica Hagedorn, and David Henry Hwang, Maxine Hong Kingston, Joy Kogawa, and David Mura.]

AAS 485 South Asian Formations and Asian American Studies (also ENGL 485) (IV)

Spring. 4 credits. S. Davé.

This course examines and discusses the emergence and recent explosion of South Asian American literature and research in

relation to the field of Asian American Studies. We read some of the recent literature published such as Jhumpa Lahiri's Pulitzer prizewinning *Interpreter of Maladies* as well as examining the historical and political nature of the community of South Asians in the U.S. Course topics include mass media, literature, gender and sexuality, history, theoretical essays, and a session attendance at the South Asian Studies Conference in Madison in October. We use both a comparative approach to other ethnic communities within the Asian Pacific American community and we explore the complexity of issues within the South Asian American community. Course covers a variety of works by authors such as Chandra Mohanty, Bharati Mukherjee, Yen Espiritu, Biju Matthew, Vijay Prasad, Sonia Shah, and Urvashi Vaid.

[AAS 492 Twentieth-Century Women Writers of Color]

Spring. 4 credits. Not offered 2001-2002. This course explores a range of writing—novels, stories, poems, essays—by American women writers of color in the twentieth century. We look at how these writings articulate concerns with language, home, mobility, and memory, and at how the work is informed by the specificities of gender, race, region, and class. Readings may include works by Joy Harjo, Leslie Marmon Silko, Sandra Cisneros, Gloria Anzaldua, Theresa Hak Kyung Cha, Sigrid Nunez, Jamaica Kincaid, Maxine Hong Kingston, and Gwendolyn Brooks.]

AAS 495 Independent Study

Fall or spring. 1-4 credits. Topic and credit hours to be mutually arranged between faculty and student. Independent Study Forms must be approved by Asian American Studies Program Office.

Biology & Society Major

J. V. Reppy, director of undergraduate studies, colleges of Arts and Sciences and Agriculture and Life Sciences; N. Breen, advising coordinator, College of Human Ecology; D. Gurak, advising coordinator, College of Agriculture and Life Sciences; E. Adkins-Regan, D. Bates, B. Bedford, R. Boyd, T. Brenna, R. Calvo, R. Canfield, S. Ceci, B. Chabot, C. C. Chu, P. Dear, M. Dennis, R. Depue, C. Eberhard, G. W. Evans, G. W. Feigenson, J. Ford, J. Fortune, C. Geisler, C. Greene, H. Greene, J. Haas, A. Hedge, S. Hilgartner, R. Howarth, H. C. Howland, K. A. R. Kennedy, R. Kline, B. Knuth, A. Lemley, D. Levitsky, B. Lewenstein, B. A. Lewis, M. Lynch, H. Miallet, A. Netravali, N. Noy, S. K. Obendorf, L. Palmer, A. Parrot, M. Pfeffer, T. Pinch, A. G. Power, W. Province, S. Robertson, E. Rodriguez, M. Rossiter, P. Schwartz, J. Shanahan, M. Small, J. M. Stycos, V. Utermohlen, E. Wethington. Emeritus: U. Bronfenbrenner, J. Fessenden MacDonald, J. Mueller, D. Pimentel

The Biology & Society major is suited for students who wish to combine training in biology with exposure to perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern biology. In addition to providing a foundation in biology, Biology & Society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The Biology & Society major, which involves faculty from throughout the university, is offered by the Department of Science & Technology Studies. Students in the College of Arts and Sciences, the College of Human Ecology, and the College of Agriculture and Life Sciences are eligible for the major. The major is coordinated for students in all colleges through the Biology & Society Office. Students can get information, specific course requirements, and application procedures for the major from the Biology & Society office in 275 Clark Hall, 255-6047.

Because the major is multidisciplinary, students must attain a basic understanding of the several disciplines it comprises. The curriculum includes courses in ethics; mathematics; statistics; history, philosophy, and social studies of science and biology; and basic biology (e.g., genetics and development; biochemistry and molecular-cell biology; ecology; evolutionary biology), as well as integrative courses offered through Biology & Society. In addition, majors are required to take a core course and must develop a theme: an intellectually coherent grouping of courses representative of their special interest in biology and society. Recommended themes in the Biology & Society major include biology, behavior, and society; biology and human population; biology and public policy; environment and society; food agriculture and society; and health and society. Students may also develop their own individually tailored themes (which in recent years have included topics such as biotechnology and society and agriculture, environment, and society). In consultation with their faculty adviser, students select courses that meet the foundation and core course requirements so as to build a coherent theme. Sample curricula for the recommended themes and for several student-developed themes are available in the Biology & Society Office.

There are student advisers and faculty available (according to posted office hours or by appointment) in the Biology & Society Offices, 275 Clark Hall or 278 Clark Hall, to answer questions and to provide assistance.

Admission to the Major

All students should have completed a year of college-level biology before submitting an application during their sophomore year. Juniors are considered on a case-by-case basis. Upper-division applicants should realize the difficulties of completing the major requirements in fewer than two years. Freshmen admitted to the Colleges of Agriculture and Life Sciences and Human Ecology as Biology & Society majors are considered to have been admitted to the major on a provisional basis, contingent on successful completion of the course sequence in introductory biology. The application includes (1) a one-page statement explaining the student's intellectual interests in the Biology & Society major and why the major is consistent with the student's academic goals and interests; (2) the theme the student wishes to pursue in the major; (3) a tentative plan of courses fulfilling Biology & Society requirements, including courses taken and those the student plans to take; and (4) a transcript of work completed at Cornell University and elsewhere, if applicable, current as of the date of application.

Acceptance into the major requires completion of the course sequence in introductory biology. Sophomores in the process of completing this prerequisite may be admitted to the major on a *provisional* basis. It is the student's responsibility to assure that final acceptance is granted upon satisfactory completion of the introductory biology sequence. Although only introductory biological science is a prerequisite for acceptance, students will find it useful to have completed some of the other requirements (listed below) by the end of their sophomore year, preferably by the end of the first semester. Students who are considering the major may also find it beneficial to take "S&TS 201, What is Science?" in their freshman or sophomore year. Human Ecology students should also consult the current Human Ecology Guide and meet with the college advising coordinator, Nancy Breen, 287A Martha Van Rensselaer Hall, 255-1928.

Major Requirements

No single course may satisfy more than one major requirement.

1) Basic courses

- A. BIO S 101-104 or 105-106 or 107-108 (prerequisite for admission to Biology and Society).
- B. College calculus (one course):* MATH 106, 111, 112 or any higher level calculus.

Recommended but not required:
General chemistry (one year sequence) (prerequisite to biochemistry and other chemistry courses): CHEM 103-104, 207-208, or 215-216.

2) Foundation Courses (should be completed by end of junior year).

These courses must be above the 100-level, at least three credit hours, and taken for a letter grade.

- A. Ethics: one course; B&SOC 205 (also S&TS 205) or B&SOC 206 (also S&TS 206).*
- B. Social sciences/humanities foundation: two courses; one from any two of the following subject areas: History of Science; Philosophy of Science; Sociology of Science; Politics of Science; and Science Communication.*
- C. Biology foundation (breadth requirement): three courses; one each from three of the following subject areas: Ecology (BIO ES 261); Evolutionary Biology (BIO ES 278); Biochemistry, Molecular and Cell Biology (BIO BM or NS 320, 330 or 331 or 333); Microbiology (BIO MI 290); Genetics and Development (BIO GD 281 or 282 or Plant Breeding 225); Neurobiology and Behavior (BIO NB 221 or 222); Botany (BIO PL 241); and Anatomy and Physiology (BIO AP 311 or NS 341 but **NOT** BIO AP 212).
- D. Biology foundation (Depth requirement): one biology course for which one of the above (2C) is a prerequisite.
- E. Statistics: one course selected from MATH 171, ILR 210, BTRY 215, AG EC 310, EDUC 353, SOC 301, PSYCH 350, ECON 319, OR&IE 370, BTRY 601, CRP 320, PAM 210.

- 3) **Core Course** (one course).** Should be completed by end of junior year.

B&SOC 301 Biology and Society: The Social Construction of Life (also S&TS 401); or PHIL 286: Science and Human Nature (also S&TS 286).

- 4) **Theme** (five courses that correspond to the theme selected by the student). These courses must be above the 100-level, at least three credit hours, and taken for a letter grade. Choose these courses as follows:

A. Natural Science Issues/Biology Elective (two courses). Select from the list of B&SOC approved Natural Science Issues courses or choose course(s) with introductory biology as a prerequisite from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HD, NS, NTRES, PL BR, PL PA, PSYCH, VTMED.

B. Humanities/social sciences electives** (two courses). Courses from the list of Senior Seminars may be used as theme electives if not used to meet another requirement.

C. Senior Seminar** (One course taken senior year). Courses change yearly.

- * Students may petition to take a second statistics course (an advanced course, in sequence with the statistics course taken in the foundation) in place of the calculus requirement.

- ** Among the courses taken to meet the social sciences and humanities requirements (2.A, 2.B, 3, and 4.C), a minimum of two social science courses and two humanities courses must be chosen. History of science and philosophy of science courses may be counted toward the humanities requirement for the major.

Independent Study

Projects under the direction of a Biology & Society faculty member are encouraged as part of the program of study in the student's theme area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1–4 credits in B&SOC 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology & Society Office, 275 Clark Hall. Independent study credits may not be used in completion of the major requirements.

The Honors Program

The honors program is designed to provide independent research opportunities for academically talented undergraduate students whose major is Biology & Society (B&SOC). Students who enroll in the honors program are expected, with faculty guidance, to do independent study and research dealing with issues in biology and society. Students participating in the program should find the experience intellectually stimulating and rewarding whether or not they intend to pursue a research career.

Biology & Society majors are considered for entry into the honors program at the end of the second semester of the junior year. Application forms for the honors program are

available in the Biology & Society Office, 275 Clark Hall. The honors program is available to Biology & Society majors from the College of Arts and Sciences. Biology & Society majors in the Colleges of Human Ecology and Agriculture and Life Sciences must be selected by an honors committee within their college. To qualify for the Biology & Society honors program, students must have an overall Cornell cumulative grade-point average of at least 3.3, have formulated a research topic, and have found a project supervisor (with a Cornell appointment) and a Biology & Society faculty member willing to serve as their advisers. Applications will be reviewed by a committee headed by the director of undergraduate studies, who will notify students directly of the outcome. Students will be permitted to register for the honors program only by permission of the department. Students must enroll for two semesters and may take three to five credits per semester up to a maximum of eight credits in B&SOC 498 and 499, Honors Project I and II. More information on the honors program is available in the Biology & Society Office, 275 Clark Hall (255–6047).

People to contact for Biology & Society Honors Information:

In Arts & Sciences: Judith Reppy, Director of Undergraduate Studies, jvr2@cornell.edu

In Agriculture & Life Sciences: David Pimentel, Faculty Representative to CALS Honors Committee, dp18@cornell.edu

In Human Ecology: Nancy Breen, Advising Coordinator, CHE, neb5@cornell.edu

Further Information

Professor Judith Reppy, Director of Undergraduate Studies, jvr2@cornell.edu

Professor Douglas Gurak, Advising Coordinator, College of Agriculture & Life Sciences, dtg2@cornell.edu

Dr. Nancy Breen, Advising Coordinator, College of Human Ecology, neb5@cornell.edu

Ms. Marta Weiner, Administrative Assistant, Records and Admissions, msw8@cornell.edu

Ms. Florence Whitford, Administrative Assistant, Courses, fnw1@cornell.edu

Biology & Society Advising Office, 275 Clark Hall; (607) 255–6047 or 6042.

Website: <http://www.sts.cornell.edu>

I. First-Year Writing Seminars

Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

II. Foundation Courses

A. *Ethics* (one course)

B&SOC 205 Ethical Issues in Health and Medicine (also S&TS 205) (IV)

Fall. 4 credits. Limited to 150 students.

Open to sophomores, juniors, and seniors.

Prerequisites: none. E. Toon.

In today's rapidly changing world of health and medicine, complex ethical issues arise in many contexts—from the private, interpersonal interactions between doctor and patient to the broad, mass-mediated controversies that make medicine into headline news. This course examines ethical problems and policy issues that arise in contemporary medicine, health care, and biomedical research. Tools for ethical analysis are applied to a variety of

cases and fundamental questions in bioethics. Perspectives from social science, history, and law also inform the course. We explore ethical questions that arise in a number of substantive contexts, including the doctor-patient relationship, medical decision making near the end of life, human experimentation, genetics and reproductive technology, public health, and the allocation of scarce resources.

B&SOC 206 Ethics and the Environment (also S&TS 206 and PHIL 246) (IV)

Spring. 4 credits. Limited to 60 students.

Open to all undergraduates; permission of instructor required for freshmen. N. Sethi.

The aim of this course is to acquaint students with moral issues that arise in the context of the environment and environmental policy. Our concerns about the environment bring to our attention the importance of economic, epistemological, legal, political and social issues in assessing our moral obligations to other humans and the natural world. Our attempt is then to explore how different factors come into play in defining our responsibilities to the environment and to examine the grounds for our environmental policy decisions. A background in basic ecology or environmental issues or ethics is helpful.

B. Social Sciences/Humanities Foundation (two courses, one from any two areas)

1. History of Science

[S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology]

Fall. 3 credits. Not offered 2001–2002.

M. Rossiter.

For description, see S&TS 233.]

S&TS 282 Science in Western Civilization (also HIST 282)

Spring. 4 credits. P. R. Dear.

For description, see HIST 282.

[S&TS 283 The Sciences in the Twentieth Century (also HIST 280)]

Spring. 4 credits. Not offered 2001–2002.

M. Dennis.

For description, see S&TS 283.]

S&TS 287 Evolution (also BIOEE 207 and HIST 287)

Fall or summer. 3 credits. May not be taken for credit after BIOEE 278.

W. B. Provine.

For description, see BIOEE 207.

S&TS 355 Computers: From Babbage to Gates

Fall. 4 credits. M. Dennis.

For description, see S&TS 355.

[S&TS 390 Science in the American Polity: 1800–1960 (also GOVT 308, AM ST 388)]

Fall. 4 credits. Not offered 2001–2002.

M. Dennis.

For description, see S&TS 390.]

[S&TS 433 Comparative History of Science]

Spring. 4 credits. Not offered 2001–2002.

M. Rossiter.

For description, see S&TS 433.]

S&TS 444 Historical Issues of Gender and Science (also WOMNS 444)

Spring. 4 credits. M. Rossiter.

For description, see S&TS 444.

2. Philosophy of Science

S&TS 201 What is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210)

Spring. 3 credits. T. Pinch.
For description, see S&TS 201.

S&TS 286 Science and Human Nature (also PHIL 286)

Spring. 4 credits. May be used to meet the philosophy of science requirement *if not* used to meet the core course requirement.
R. Boyd.
For description, see PHIL 286.

S&TS 381 Philosophy of Science: Knowledge and Objectivity (also PHIL 381)

Fall. 4 credits. R. Boyd.
For description, see PHIL 381.

3. Sociology of Science

B&SOC 301 Biology and Society: The Social Construction of Life (also S&TS 401) (III)

Fall. 4 credits. May be used to meet the sociology of science requirement if not used to meet the core course requirement.
E. Toon.
See Core Courses for description.

B&SOC 342 Sociology of Science (also S&TS 442, SOC 442, and CRP 442) (III)

Fall. 4 credits. T. Pinch.
For description, see S&TS 442.

R SOC 208 Technology and Society

Fall. 3 credits. C. Geisler.
For description, see R SOC 208.

S&TS 201 What is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210)

Spring. 3 credits. T. Pinch.
For description, see S&TS 201.

S&TS 311 The Sociology of Medicine

Spring. 4 credits. E. Toon.
For description, see S&TS 311.

S&TS 411 Knowledge, Technology, and Property

Spring. 4 credits. S. Hilgartner.
For description, see S&TS 411.

[SOC 434 The Sociology of Reproduction (also WOMNS 435)]

Spring. 4 credits. Not offered 2001-2002.
Staff.
For description, see SOC 434.]

4. Politics of Science

B&SOC 406 Biotechnology and Law (also S&TS 406) (III)

Spring. 4 credits. L. Palmer.
For description, see S&TS 406.

[B&SOC 407 Law, Science, and Public Values (also GOVT 407 and S&TS 407) (III)]

Spring. 4 credits. Not offered 2001-2002.
M. Lynch.
For description, see S&TS 407.]

CRP 380 Environmental Politics

Fall. 4 credits. R. Booth.
For description, see CRP 380.

S&TS 324 Environment & Society (also R SOC 324 and SOC 324)

Spring. 3 credits. L. Glenna.
For description, see R SOC 324.

S&TS 391 Science in the American Polity: 1960-Now (also GOVT 309, AM ST 389)

Fall. 4 credits. M. Dennis.
For description, see S&TS 391.

[S&TS 427 Politics of Environmental Protection in America (also GOVT 427)]

Fall. 4 credits. Not offered 2001-2002.
For description, see S&TS 427.]

5. Science Communication

COMM 260 Scientific Writing for Public Information

Fall or spring. 3 credits. Limited to 25 non-freshman or graduate students per section.
L. Cowdery.

For description and prerequisites, see COMM 260.

[COMM 421 Communication and the Environment]

Spring. 3 credits. May be used in Foundation only if **not** taken as senior seminar.
Not offered 2001-2002. J. Shanahan.
For description, see COMM 421.]

S&TS 285 Communication in the Life Sciences (also COMM 285)

Spring. 3 credits. B. Lewenstein.
For description, see COMM 285.

S&TS 352 Science Writing for the Mass Media (also COMM 352)

Fall. 3 credits. B. Lewenstein.
For description and prerequisites, see COMM 352.

[S&TS 466 Communication of Science and Technology (also COMM 466)]

Fall. 3 credits. Limited to 15 students. May be used in Foundation only if **not** taken as senior seminar. Not offered 2001-2002.
B. Lewenstein.

For description and prerequisites, see COMM 466.]

C. Biology foundation (breadth requirement): Three courses: one from three of the following subject areas:

1. Biochemistry, Molecular and Cell Biology

BIOBM 330 Principles of Biochemistry, Individual Instruction

Fall or spring. 4 credits. Blankenship, Hinkle, staff.

For description and prerequisites, see BIOBM 330.

BIOBM 331 Principles of Biochemistry: Proteins and Metabolism

Fall. 3 credits. May not be taken for credit after BIOBM 330 or 333. G. Feigenson.

For description and prerequisites, see BIOBM 331.

BIOBM 333 Principles of Biochemistry, Lectures

Summer. 4 credits. H. T. Nivison.
For description and prerequisites, see BIOBM 333.

NS 262 The Cell and the External World

Spring. 3 credits. N. Noy.

For description and prerequisites, see NS 262.

NS 320 Introduction to Human Biochemistry

Fall. 4 credits. W. Arion and P. Stover.
For description and prerequisites, see NS 320.

2. Ecology

BIOEE 261 Ecology and the Environment

Fall or summer. 4 credits. Not open to freshmen. N. G. Hairston.
For description and prerequisites, see BIOES 261.

3. Genetics and Development

BIOGD 281 Genetics

Fall, spring, or summer. 5 credits. Not open to freshmen fall semester. Limited to 200 students. P. Bruns.

For description and prerequisites, see BIOGD 281.

BIOGD 282 Human Genetics

Spring. 2 or 3 credits (2 cr. if taken after BIOGD 281). Limited to 25 per discussion group. M. Goldberg.

For description and prerequisites, see BIOGD 282.

4. Evolutionary Biology

BIOEE 278 Evolutionary Biology

Fall or spring. 3 or 4 credits. M. Geber.
For description, see BIOES 278.

5. Microbiology

BIOMI 290 General Microbiology Lectures

Fall, spring, or summer. 2 or 3 credits.
S. Merkel, Winans, Helmann.
For description and prerequisites, see BIOMI 290.

6. Neurobiology and Behavior

BIONB 221 Neurobiology and Behavior I: Introduction to Behavior

Fall. 3, 4, or 5 credits. P. W. Sherman.
For description and prerequisites, see BIONB 221.

BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology

Spring. 3 or 4 credits. A. Bass.
For description and prerequisites, see BIONB 222.

7. Botany

BIOPL 241 Introductory Botany

Fall. 3 credits. K. J. Niklas.
For description, see BIOPL 241.

8. Physiology and Anatomy

BIOAP 311 Introductory Animal Physiology, Lectures (also VET MED 346)

Fall. 3 credits. E. Loew or staff.
For description and prerequisites, see BIOAP 311.

NS 341 Human Anatomy and Physiology

Spring. 4 credits. Permission only. Must preregister for lab in 309 MVR during CoursEnroll. V. Utermohlen.
For description and prerequisites, see NS 341.

D. Biology foundation (depth requirement): one course for which one of the above breadth requirement courses (2C) is a prerequisite.

E. Statistics (one course)

AEM 210 Introductory Statistics

Fall. 4 credits. C. VanEs.
For description and prerequisites, see ARME 210.

BTRY 261 Statistical Methods I

Fall. 4 credits. R. Lloyd.
For description and prerequisites, see BTRY 201.

CRP 223 Introduction to Statistical Reasoning for Urban and Regional Analysis

Fall. 3 credits. J. Lobo.
For description, see CRP 223.

ECON 319 Introduction to Statistics and Probability

Fall. 4 credits. Y. Hong.
For description and prerequisites, see ECON 319.

ILRST 210 Statistics: Statistical Reasoning

Fall, spring. 3 credits. Staff.
For description, see ILRST 210.

MATH 171 Statistical Theory and Application in the Real World

Fall, spring. 4 credits. Staff.
For description, see MATH 171.

PAM 210 Introduction to Statistics

Spring. 4 credits. K. Joyner.
For description, see PAM 210.

PSYCH 350 Statistics and Research Design

Fall. 4 credits. T. Gilovich.
For description, see PSYCH 350.

SOC 301 Evaluating Statistical Evidence (also R SOC 302)

Fall. 4 credits. Staff.
For description, see SOC 301.

III. Core Courses**B&SOC 301 Biology and Society: The Social Construction of Life (also S&TS 401) (III)**

Fall. 4 credits. Prerequisite: 2 semesters of social science or humanities and 1 year of introductory biology or permission of instructor. Limited to 75 students. E. Toon.
Critical thinking about the diverse influences shaping the life sciences. Topics include evolution and natural selection, heredity and genetic determinism, biotechnology, and reproductive interventions. We interpret episodes, past and present, in biology in light of scientists' historical location, economic and political interests, use of language, and ideas about causality and responsibility. Readings, class activities, and written assignments are designed so that students develop interpretive skills and explore their own intellectual and practical responses to controversies in biology and society.

S&TS 286 Science and Human Nature (also PHIL 286)

Spring. 4 credits. R. Boyd and N. Sturgeon.
For description, see PHIL 286.

IV. Themes**A. Natural Science Issues/Biology**

Elective (two courses). Select from the following list of B&SOC approved Natural Science Issues courses or choose course(s) with intro biology as a prerequisite from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HD, NS, NTRES, PL BR, PL PA, PSYCH, VET MED.

[B&SOC 214 Biological Basis of Sex Differences (also BIOAP 214 and WOMNS 214) (I)]

Fall. 3 credits. Next offered spring 2003.
J. Fortune.
For description, see BIOAP 214.]

[B&SOC 347 Human Growth and Development: Biological and Behavioral Interactions (also HD 347 and NS 347)]

Spring. 3 credits. Offered alternate years.
J. D. Haas and S. Robertson.
For description and prerequisites, see HD 347.]

[BIOEE 275 Human Biology and Evolution (also ANTHR 275 and NS 275)]

Fall. 3 credits. Not offered 2001–2002.
K. A. R. Kennedy and J. D. Haas.
For description, see BIOEE 275.]

[BIOEE 474 Laboratory and Field Methods in Human Biology (also ANTHR 474)]

Spring. 5 credits. Not offered 2001–2002.
K. A. R. Kennedy.
For description, see BIOEE 474.]

[BIOEE 673 Human Evolution: Concepts, History, and Theory (also ANTHR 673)]

Fall. 3 credits. Offered alternate years. Not offered fall 2001. K. A. R. Kennedy.
For description, see BIOEE 673.]

BIOPL 247 Ethnobiology

Fall. 3 credits. D. M. Bates.
For description, see BIOPL 247.

HD 266 Emotional Functions of the Brain

Fall. 3 credits. R. Depue.
For description, see HD 266.

HD 344 Infant Behavior and Development

Fall. 3 credits. Not open to freshmen.
S. Robertson.
For description and prerequisites, see HD 344.

HD 370 Adult Experimental Psychopathology

Spring. 3 credits. Limited to sophomores, juniors, and seniors. S. Bem.
For description, see HD 370.

HD 436 Language Development (also LING 436, PSYCH 436, and COGST 436)

Spring. 4 credits. B. Lust.
For description, see HD 436.

NS 222 Maternal and Child Nutrition

Fall. 3 credits. Limited to 20. C. Garza.
For description and prerequisites, see NS 222.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits. M. Stipanuk.
For description and prerequisites, see NS 331.

NS 361 Biology of Normal and Abnormal Behavior (also PSYCH 361)

Fall. 3 credits. Limited to juniors and seniors only. B. J. Strupp.
For description and prerequisites, see NS 361.

NS 452 Molecular Epidemiology and Dietary Markers of Chronic Disease

Spring. 3 credits. P. Cassano.
For description and prerequisites, see NS 452.

NS 475 Molecular Nutrition and Development

Spring. 3 credits. P. Stover and D. Noden.
For description and prerequisites, see NS 475.

NTRES 201 Environmental Conservation

Spring. 3 credits. T. Fahey.
For description, see NTRES 201.

PSYCH 326 Evolution of Human Behavior

Spring. 4 credits. R. Johnston.
For description and prerequisites, see PSYCH 326.

Examples of biology electives**AN SCI 300 Animal Reproduction and Development**

Spring. 3 credits.
For description, see AN SCI 300.

HD 366 Psychobiology of Temperament and Personality

Spring. 3 credits. P. Depue.
For description, see HD 366.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits.
For description, see NS 331.

B. Humanities/Social Science elective (two courses)

Courses listed earlier as social science/humanities foundation courses (2B) are particularly appropriate as social science/humanities electives. However, a single course cannot be used to meet both requirements. Examples of recommended social science or humanities electives are listed below. A more complete list is available in 275 Clark Hall.

Examples of social science electives**AEM 464 Economics of Agricultural Development**

Spring. 3 credits. R. Christy.
For description, see ARME 464.

[ANTHRO 211 Nature and Culture

Spring. 3 credits. Not offered 2001–2002.
For description, see ANTHR 211.]

CRP 380 Environmental Politics

Fall. 4 credits. R. S. Booth.
For description, see CRP 380.

HD 251 Social Gerontology

Spring. 3 credits. D. Dempster-McLain.
For description, see HD 251.

NS 245 Social Science Perspectives on Food and Nutrition

Fall. 3 credits. J. Sobal.
For description, see NS 245.

NS 450 Public Health Nutrition

Spring. 3 credits. D. Pelletier.
For description, see NS 450.

NTRES 400 International Environmental Issues

Spring. 4 credits. R. McNeil.
For description, see NTRES 400.

PAM 303 Ecology and Epidemiology of Health

Spring. 3 credits. E. Rodriguez.
For description, see PAM 303.

[PAM 380 Human Sexuality

Spring. 3 credits. Not offered 2001–2002.
A. Parot.
For description, see PAM 380.]

PAM 435 U.S. Health Care System

Fall. 3 credits. R. Battistella.
For description, see PAM 435.

R SOC 205 Rural Sociology and International Development (also SOC 206)

Spring. 3 credits. C. Geisler.
For description, see R SOC 205.

R SOC 220 Sociology of Health and Ethnic Minorities (also LSP 220)
Fall. 3 credits. P. Parra.
For description, see R SOC 220.

[R SOC 490 Society and Survival]
Fall. 3 credits. Not offered 2001-2002.
For description, see R SOC 490.]

S&TS 324 Environment and Society (also R SOC 324 and SOC 324)
Spring. 3 credits. L. Glenna.
For description, see R SOC 324.

SOC 340 Health, Behavior, and Policy
Spring. 4 credits. S. Caldwell.
For description, see SOC 340.

Examples of humanities electives

NTRES 407 Religion, Ethics, and the Environment
Fall. 4 credits. R. Baer.
For description, see NTRES 407.

PHIL 241 Ethics (by petition for breadth requirement)
Spring. 4 credits. N. Sturgeon.
For description, see PHIL 241.

[PHIL 368 Global Climate and Global Justice (also GOVT 468)]
Fall. 4 credits. Not offered 2001-2002.
For description, see PHIL 368.]

S&TS 681 Philosophy of Science (also PHIL 681)
Spring. 4 credits. R. Boyd.
For description, see PHIL 681.

C. Senior Seminars: Representative seminars listed below. Complete list available in 275 Clark Hall.

B&SOC 406 Biotechnology and the Law (also S&TS 406) (III)
Spring. 4 credits. L. Palmer.
For description, see S&TS 406.

[B&SOC 427 Politics of Environmental Protection in America (also S&TS 427 and GOVT 427) (III)]
Fall. 4 credits. Not offered 2001-2002.
S. Yearley.
For description, see S&TS 427.]

B&SOC 447 Seminar in the History of Biology (also BIOEE 467, HIST 415, and S&TS 447) (I or III)
Fall and summer (6-week session). 4 credits. W. Provine.
For description, see BIOEE 467.

B&SOC 461 Environmental Policy (also BIOEE 661 and ALS 661) (I)
Fall and spring. 3 credits each term. Limited to 12 students. D. Pimentel.
For description, see BIOEE 661.

[B&SOC 469 Food, Agriculture, and Society (also BIOEE 469 and S&TS 469) (I)]
Spring. 3 credits. Not offered 2001-2002.
For description, see BIOEE 469.]

COMM 421 Communication and the Environment
Spring. 3 credits. J. Shanahan.
For description, see COMM 421.

HD 366 Psychobiology of Temperament and Personality
Fall. 3 credits. R. A. Depue.
For description and prerequisites, see HD 366.

HD 418 Psychology of Aging
Fall. 3 credits. S. Cornelius.
For description, see HD 418.

HD 419 Midlife Development
Spring. 3 credits. S. Cornelius.
For description, see HD 419.

HD 464 Sexual Minorities and Human Development (also WOMNS 467)
Spring. 3 credits. R. Savin-Williams.
For description, see HD 464.

[HD 610 Processes in Human Development]
Fall. 3 credits. Not offered 2001-2002.
N. Bronfenbrenner.
For description and prerequisites, see HD 610.]

HD 660 Social Development
Spring. 3 credits. Permission of instructor required for undergraduates. C. Raver.
For description, see HD 660.

NTRES 411 Seminar in Environmental Ethics
Fall. 3 credits. R. Baer.
For description, see NTRES 411.

PAM 575 Housing and Long Term Care for the Elderly
Fall. 3 credits. P. Chi.
For description, see PAM 575.

[PAM 652 Health Care Services: Consumer and Ethical Perspectives]
Fall. 3-4 credits. Not offered 2001-2002.
A. Parrot.
If using this course as a senior seminar, B&SOC majors must take it for four credits.
For description, see PAM 652.]

PAM 656 Managed Health Delivery Systems: Primary-Ambulatory Care
Spring. 3 credits. For undergraduate seniors only by permission of instructor.
J. Kuder.
For description, see PAM 656.

PAM 659 Epidemiology, Clinical Medicine, and Management Interface Issues
Spring. 3 credits. E. Rodriguez.
For description, see PAM 659.

[R SOC 410 Population and Environment]
Spring. 3 credits. Not offered 2001-2002.
For description, see R SOC 410.]

R SOC 438 Social Demography (also SOC 437)
Fall. 3 credits. D. Gurak.
For description, see R SOC 438.

R SOC 495 Population, Development, and Environment in Sub-Saharan Africa
Fall. 4 credits. P. Eloundou-Enyegue.
For description, see R SOC 495.

S&TS 411 Knowledge, Technology, and Property
Spring. 4 credits. S. Hilgartner.
For description and prerequisites, see S&TS 411.

[S&TS 438 Minds, Machines, and Intelligence (also COG ST 438)]
Spring. 4 credits. Not offered 2001-2002.
H. Miale.
For description, see S&TS 438.]

[S&TS 466 Public Communication of Science and Technology (also COMM 466)]
Fall. 3 credits. Offered even fall semesters. Not offered fall 2001. B. Lewenstein.
For description and prerequisites, see COMM 466.]

[S&TS 490 Integrity of Scientific Practice]
Fall. 4 credits. Not offered 2001-2002.
S. Hilgartner.
For description, see S&TS 490.]

S&TS 492 Politics and the Public Health
Spring. 4 credits. E. Toon.
For description, see S&TS 492.

S&TS 645 Genetic Engineering: Politics and Society in Comparative Perspective (also GOVT 634)
Spring. 4 credits. S. Hilgartner.
For description, see S&TS 645.

V. Other Courses

B&SOC 375 Independent Study
Fall or spring. 1-4 credits. Prerequisite: must have written permission of faculty supervisor and Biology & Society major. Projects under the direction of a Biology & Society faculty member are encouraged as part of the program of study within the student's concentration area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1-4 credits in B&SOC 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Students may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology & Society Office, 275 Clark Hall. *Independent study credits may not be used in completion of the major requirements.*

B&SOC 400 Undergraduate Seminar
Fall or spring. Variable credit. May be repeated for credit.
From time to time different seminars on topics of interest to undergraduates are offered. Topics and instructors are listed in the Biology & Society supplement issued at the beginning of each semester.

B&SOC 498/499 Honors Project I & II
Fall and spring. 3-5 credits each term.
Open only to Biology & Society students in their senior year by permission of the department. Please apply in 275 Clark Hall. Students who are admitted to the honors program are required to complete two semesters of honors project research and to write an honors thesis. The project must include substantial research and the completed work should be of wider scope and greater originality than is normal for an upper-level course.

Students may take three to five credits per semester up to a maximum of eight credits in B&SOC 498 & 499, Honors Projects I & II. Students should note that these courses are to be taken in addition to those courses that meet the regular major requirements. S&TS 498 includes the fall Honors Seminar. The student and the project supervisor must reach clear agreement at the outset as to what sort of work will need to be completed during the first semester. Minimally, an honors thesis outline and bibliography should be accomplished. At the end of B&SOC 498, Honors Project I, a letter grade will be assigned and the advisers, in consultation with the Director of Undergraduate Studies, will evaluate whether or not the student should continue working on an honors project. Biology & Society students who do continue in the

honors program for the second semester will receive a letter grade at the end of their final term whether or not they complete a thesis and whether or not they are recommended for honors.

Applications and information are available in the Biology & Society Office, 275 Clark Hall.

Cognitive Studies Program

S. Edelman (psychology), R. Hoy (neurobiology and behavior), J. Halpern (computer science), on leave, co-directors.
G. Gay (communication); C. Cardie, R. Constable, J. Halpern, D. Huttenlocher, L. Lee, B. Selman, R. Zabih (computer science); A. Hedge (design and environmental analysis); K. Basu, L. Blume, D. Easley (economics); J. Dunn, R. Ripple, D. Schrader (education); S. Wicker (electrical engineering); R. Canfield, S. Ceci, B. Koslowski, B. Lust, S. Robertson, E. Wethington, W. Williams (human development); K. O'Connor, J. Russo (Johnson Graduate School of Management); J. Bowers, A. Cohn, M. Diesing, J. Gair, W. Harbert, S. McConnell-Ginet, C. Rosen, M. Rooth, Y. Shirai, J. Whitman, D. Zec (linguistics); A. Nerode, R. Shore (mathematics); R. Harris-Warrick, H. Howland, R. Hoy, H. K. Reeve (neurobiology and behavior); R. Boyd, C. Ginet, H. Hodes, S. Shoemaker, Z. Szabo, (philosophy); J. Cutting, R. Darlington, T. DeVoogd, D. Dunning, S. Edelman, D. Field, B. Finlay, T. Gilovich, B. Halpern, A. Isen, S. Johnson, R. Johnston, C. Krumhansl, U. Neisser, M. Owren, E. Adkins Regan, M. Spivey (psychology); M. Macy (sociology). G. Babbes, B. Hellie, S. Hertz (associate members).

Cognitive studies is comprised of a number of disciplines that are linked by a major concern with fundamental capacities of the mind, such as perception, memory, reasoning, language, the organization of motor action, and their neural correlates. In the College of Arts and Sciences these disciplines are represented in the departments of Computer Science, Economics, Linguistics, Mathematics, Neurobiology and Behavior, Philosophy, Psychology, and Sociology. Elsewhere in the university they are represented in the Departments of Design and Environmental Analysis and Human Development (College of Human Ecology), the Departments of Communication and Education (College of Agriculture and Life Sciences), and the Johnson Graduate School of Management.

The issues addressed in cognitive studies arise at several levels. At the broadest level are problems of characterizing such basic notions as "mind," "knowledge," "information," and "meaning." At a more specific level are questions regarding the abstract operating principles of individual components of the mind, such as those underlying visual perception, language ability, and understanding of concepts. These principles concern the organization and behavior of the components and how they are biologically represented in the brain. At the most specific level are questions about the properties of the elementary computational structures and processes that constitute these components.

Important insights into issues of these kinds have been achieved in recent years as a result of the various cognitive studies disciplines converging in their theoretical and methodological approaches. It is this convergence, in

fact, that warrants grouping the disciplines together under the single term "cognitive studies." Even greater progress can be expected in the future as a consequence of increasing cooperation among the disciplines.

Undergraduate Concentration

An interdisciplinary undergraduate concentration in Cognitive Studies is available to Cornell University undergraduates in the College of Arts and Sciences. Students from other colleges who seek such a concentration should discuss such possibilities with the Cognitive Studies office, which will provide information and contacts concerning such concentrations.

The undergraduate concentration in Cognitive Studies is designed to enable students to engage in a structured program directly related to the scientific study of cognition and the mind. The concentration provides a framework for the design of structured, supervised programs of study in this growing interdisciplinary field. Such programs of study serve as complements to coursework in a single discipline as represented by an individual department. It is considered crucial that students gain a strong background in their major, independent of their work in the concentration. Independent majors and college scholars may also apply. Colleges vary in their procedures for formal recognition of this concentration (contact the Cognitive Studies office for details). The Cognitive Studies Program faculty have designed five structured "tracks" that offer students different ways of satisfying the concentration. In addition, students are always able to construct their own programs of study subject to approval by their concentration adviser. The courses listed under each track are program suggestions. The student should consult with his/her Cognitive Studies adviser to develop a more customized curriculum. In some cases, students may want to combine or cross tracks.

In general, it is expected that students in the concentration will take COGST 101, a lab course such as COGST 201, and three courses at the 300 or 400 level in at least two departments. Even though only five courses are required to complete the concentration, we expect that students interested in cognitive studies will often end up taking more, and we encourage them to do an independent research project (COGST 470) and a research workshop such as COGST 471.

The five typical tracks are as follows. The first track involves a particular approach to the study of cognition. The other four tracks are structured around specific content domains and consist of sets of suggested course clusters. Please note that many of these courses have substantial prerequisites.

1. Cognitive Studies in Context: The Workplace, the Classroom, and Everyday Life

Foundational issues in cognitive science are intimately relevant to real world settings. The Cognitive Studies in Context track offers students the opportunity to learn and independently explore how theory and research on the mind can help us better understand how we use information in much of our daily activities, whether it be the workplace, the classroom, or any other aspect of everyday life. Students will come to better understand the cognitive ergonomics of

such diverse settings as an aircraft cockpit, a quality control station on an assembly line, or an anesthesia station in a surgical suite. They will come to better understand the perceptual constraints that help tailor the nature of visual communication systems, or the linguistic constraints that help tailor text-based communication. They will come to see how the functional architecture of human memory guides the presentation and use of information in a wide array of settings. They will also learn how design constraints on computer hardware and software interact with human capacities and biases.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory

In addition, three more upper-level approved courses in Cognitive Studies areas will normally be expected.

2. Perception and Cognition

This track focuses on psychological, computational, and neurobiological approaches to the interface between perception and cognition. Students will develop a grasp of the continuum between sensory impressions and complex thought.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
COGST 342/PSYCH 342, Human Perception: Applications to Computer Graphics, Art, and Visual Display
COGST 416/PSYCH 416, Modeling Perception and Cognition
COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development
BIONB 326, The Visual System
PSYCH 305, Visual Perception
PSYCH 316, Auditory Perception
PSYCH 412, Laboratory in Cognition and Perception
PSYCH 418, Psychology of Music
PSYCH 419, Neural Networks Laboratory

3. Language and Cognition

This track focuses on the representation, processing, and acquisition and learning of language, as well as its role in cognition and culture. Students will acquire skills and knowledge in formal and applied linguistic theory, psycholinguistic experimentation, and computational modeling techniques.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
COGST 270/LING 270/PHIL 270, Truth and Interpretation
COGST 416/PSYCH 416, Modeling Perception and Cognition
COGST 436/HD 436/LING 436/PSYCH 436, Language Development

COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development
 COM S 411, Programming Languages and Logics
 LING 203, Introduction to Syntax and Semantics
 LING 301-302, Phonology I & II
 LING 303-304, Syntax I & II
 LING 309, Morphology
 LING 319-320, Phonetics I & II
 LING 325, Pragmatics
 LING 403, Introduction to Applied Linguistics
 LING 421-422, Semantics I & II
 PHIL 332, Philosophy of Language
 PSYCH 415, Concepts, Categories, and Word Meanings

4. Cognition and Information Processing

This track focuses on how the mind (or a computer) can encode, represent, and store information. Students will develop an understanding of concepts, categories, memory, and the nature of information itself.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
 COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
 COGST 414/PSYCH 414, Comparative Cognition
 COGST 416/PSYCH 416, Modeling Perception and Cognition
 COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development
 COM S 211, Computers and Programming
 COM S 212, Structure and Interpretation of Computer Programs
 COM S 472, Foundations of Artificial Intelligence
 COM S 473, Practicum in Artificial Intelligence
 PHIL 262, Philosophy of Mind
 PHIL 362, Philosophy of Mind
 PSYCH 311, Introduction to Human Memory
 PSYCH 412, Laboratory in Cognition and Perception
 PSYCH 413, Information Processing: Conscious and Nonconscious
 PSYCH 415, Concepts, Categories, and Word Meanings
 PSYCH 417, The Origins of Thought and Knowledge

5. Cognitive Neuroscience

This track focuses on neurobiological and computational approaches to understanding how perception and cognition emerge in the human brain. Students will acquire knowledge of what neural structures subserve what perceptual/cognitive processes, and how they interact.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
 COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
 COGST 416/PSYCH 416, Modeling Perception and Cognition
 COM S 401, Programming Languages and Software Engineering
 PSYCH 332/BIONB 328, Biopsychology of Learning and Memory
 PSYCH 396/BIONB 396, Introduction to Sensory Systems

PSYCH 419, Neural Networks Laboratory
 PSYCH 420, Cognitive Neuroscience
 PSYCH 445, The Brain and Sleep

A Cognitive Studies undergraduate laboratory and computer facility is available for all students in a Cognitive Studies concentration. This facility will help link resources from different laboratories across the Cornell campus as well as providing a central location for developing and conducting experimental research in cognitive studies.

Students who complete the concentration requirements will have their concentration in Cognitive Studies officially represented on their transcript. In addition, students who have made very substantial progress towards completing the requirements for the concentration will be eligible for enrollment in the graduate courses in Cognitive Studies during their senior year.

Concentration Application Procedures.

Initial inquiries concerning the undergraduate concentration should be made to the Cognitive Studies Program coordinator, Linda LeVan, cogst@cornell.edu, 255-6431, who will provide application materials and set up a meeting with a relevant member of the Undergraduate Concentration Committee. This Committee will assist the student with selection of a concentration adviser with expertise in the student's main area of interest.

To formally initiate the concentration in Cognitive Studies, a student must gain approval for a selection of courses from a concentration adviser (one of the program faculty). The courses selected must form a coherent cluster that makes sense to both the adviser and the student. To be admitted to the concentration, the student must submit this plan of study to the Cognitive Studies undergraduate faculty committee for final approval.

In addition to assisting in and approving the student's selection of courses, the concentration adviser serves as a general source of information about the field of cognitive studies, relevant resources around the university, and job and graduate school opportunities. Often, the adviser can help the student develop independent research experience.

Independent Research. The concentration encourages each student to be involved in independent research that bears on research issues in cognitive studies, if possible. COGST 470 is available for this purpose. It is recommended that students report on their research activities in an annual undergraduate forum. The Undergraduate Concentration Committee is committed to helping students find an appropriate research placement when needed.

The Committee for Undergraduate Concentration in Cognitive Studies consists of: Bart Selman, computer science, 5-5643, 4144 Upson Hall, selman@cs.cornell.edu; Draga Zec, linguistics, 5-0728, 217 Morrill Hall, DZ17@cornell.edu; Zoltán Szabó, philosophy, 5-6824, 218 Goldwin Smith, ZS15@cornell.edu; Michael Owren, psychology, 5-3835, 224 Uris Hall, MJO9@cornell.edu. The current Director of Undergraduate Studies is Draga Zec.

Graduate Minor

For information, consult the program office (282 Uris Hall, 255-6431, cogst@cornell.edu) or the directors of graduate studies, Shimon

Edelman and Ron Hoy, 255-6365 or 254-4318; se37@cornell.edu or rrh3@cornell.edu.

Courses

Cognitive Studies

COGST 101 Introduction to Cognitive Science (also COM S 101, LING 170, PHIL 191, and PSYCH 102) (III)

Fall. 3 or 4 credits (the 4-credit option involves a writing section instead of taking exams). M. Spivey.

This course surveys the study of how the mind/brain works. We examine how intelligent information processing can arise from biological and artificial systems. The course draws primarily from five disciplines that make major contributions to cognitive science: philosophy, psychology, neuroscience, linguistics, and computer science. The first part of the course introduces the roles played by these disciplines in cognitive science. The second part of the course focuses on how each of these disciplines contributes to the study of five topics in cognitive science: language, vision, learning and memory, action, and artificial intelligence.

COGST 111 Brain, Mind, and Behavior (also BIONB 111 and PSYCH 111) (I)

Spring. 3 credits. Letter grade only.

Intended for freshman and sophomores in the humanities and social sciences; seniors by permission only. Not recommended for psychology majors; biology majors may not use the course for credit toward the major. R. Hoy and E. Adkins Regan.

Understanding how the brain creates complex human behavior and mental life is a great scientific frontier of the next century. This course enables students with little scientific background from any college or major to appreciate the excitement. What are the interesting and important questions? How are researchers trying to answer them? What are they discovering? Why did the brain evolve this remarkable capacity?

COGST 201 Cognitive Science in Context Laboratory (also COM S 201 and PSYCH 201) (III)

Spring. 4 credits. Prerequisite: "Introduction to Cognitive Science" COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102. Knowledge of programming languages is not assumed. Limited to 24 students. D. Field and staff.

A laboratory course that explores the theories of cognitive science and provides direct experience with the techniques of cognitive science, in relation to the full range of both present and anticipated future activities in the workplace, the classroom, and in everyday life. Discussions of laboratory exercise results, supplementation of laboratory topics, and analyses of challenging primary research literature are done in meetings of the entire class. Laboratory exercises, which are done on an individual or small group basis, include both pre-planned investigations and student-developed experiments. Use of digital computers as well as the Internet, e-mail, and web sites are integral components of the course.

The focus is on human-computer interactions that are intended to permit effective and efficient exchange of information and control of functions or operations. This approach is applied to real life settings. Students are

expected to come to each discussion meeting having read and thought about assigned materials, and to come to scheduled laboratory meetings fully prepared to perform the laboratory exercises. Laboratory facilities are available to students at all times so that statistical analysis of data, preparation of laboratory reports, and collection of experimental data will be facilitated.

COGST 214 Issues in Cognitive Psychology (also PSYCH 214 and 614) (III)

Fall. 3 or 4 credits. The 4-credit option involves some participation in COGST/PSYCH 501. Sophomore standing required. Limited to 150 students. S. Edelman.

The course serves as a broad overview of problems arising in the study of cognition and of the information-processing, or computational, approaches to solving these problems, in natural and artificial cognitive systems. Theoretical and experimental challenges posed by the understanding of perception, attention and consciousness, memory, thinking, and language are discussed and analyzed. Participants acquire conceptual tools essential for following the current debates on the nature of mind and its relationship to the brain.

[COGST 264 Language, Mind, and Brain (also LING 264) (III)]

Spring. 4 credits. Not offered 2001–2002. J. Bowers.

An introductory course that emphasizes the formal structure of natural language in the Minimalist framework. The following topics are covered: the formal representation of linguistic knowledge, principles, and parameters of Universal Grammar, the basic biology of language, mechanisms of linguistic performance, the modularity hypothesis, and language and cognition. The course is especially suited for majors in fields such as psychology, philosophy, computer science, and linguistics (and also for those enrolled in the concentration in cognitive studies) who want to take a one-semester introduction to linguistics that concentrates on the formal principles that govern linguistic knowledge, along with some discussion of their biological realization and their use in perception and production.]

[COGST 270 Truth and Interpretation (also LING 270 and PHIL 270) (III or IV)]

Spring. 4 credits. Not offered 2001–2002.]

[COGST 333 Problems in Semantics—Quantification in Natural Language (also LING 333 and PHIL 333) (III or IV)]

Spring. 4 credits. Prerequisites: a previous course in formal semantics (e.g., LING 421) or logic (e.g., PHIL 231) or permission of instructor. Not offered 2001–2002.

S. McConnell-Ginet and Z. G. Szabó.

This course looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest. The focus is on quantification. Languages offer a variety of resources for expressing generalizations: *some, every, no, many*, and other quantifying expressions that appear inside noun phrases; *always, never, occasionally*, and other adverbial quantifying expressions not associated with particular nominals; constructional resources of various kinds (e.g., English free relatives like *whatever she cooks*).

How different are these resources and what might they imply about basic cognitive and linguistic capacities?]

COGST 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also PSYCH 342 and 642) (III)

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: PSYCH 101 or permission of instructor. PSYCH 205 strongly recommended. D. Field.

Our present technology allows us to transmit and display information through a variety of media. To make the most of these media channels, it is important to consider the limitations and abilities of the human observer. The course considers a number of applied aspects of human perception with an emphasis on the display of visual information. Topics covered include: "three-dimensional" display systems, color theory, spatial and temporal limitations of the visual systems, attempts at subliminal communication, and "visual" effects in film and television.

COGST 414 Comparative Cognition (also PSYCH 414 and 714) (III)

Spring. 3 credits. Prerequisites: PSYCH 205, 209, 214, or permission of instructor. M. Owen.

This course examines some of the conceptual and empirical work resulting from and fueling the recent surge of interest in animals' thinking. Specific topics may include whether nonhumans behave intentionally; whether they show concept and category learning, memory, and abstract thinking similar to that of humans; the role of social cognition in the evolution of intelligence; and whether animals are conscious or self-aware. Evidence from communication studies in which animal signals provide a "window on the mind" plays a strong role in the deliberations, including studies of naturally occurring signaling in various species and experiments in which nonhumans are trained in human-like language behavior. Cognition in nonhuman primates is a specific focus throughout. The course is a mix of lecture and discussion, emphasizing the latter as much as possible.

COGST 416 Modeling Perception and Cognition (also PSYCH 416 and 616) (III)

Spring. 4 credits. Prerequisites: PSYCH 205, 209, 214, or 215, or permission of instructor. M. Spivey.

This course offers a survey of several computational approaches to understanding perception and cognition. We explore linear systems analysis, connectionist models, dynamical systems, and production systems, to name a few. Emphasis is placed on how complex sensory information gets represented in these models, as well as how it gets processed. This course covers computational accounts of language processing, language acquisition, visual perception, and visual development, among other topics. Students complete a final project that applies a computational model to some perceptual/cognitive phenomena.

COGST 424 Computational Linguistics (also COM S 424 and LING 424) (III)

Spring. 4 credits. Prerequisite: LING 203. Labs involve work in the Unix environment; COM S 114 is recommended. M. Rooth.

Steady progress in formalisms, algorithms, linguistic knowledge, and computer technol-

ogy is bringing computational mastery of the syntax, morphology, and phonology of natural languages within reach. The course introduces methods for "doing a language" computationally, with an emphasis on approaches which combine linguistic knowledge with powerful computational formalisms. Topics include: computational grammars, parsing, representation of syntactic analyses; finite state morphology; weighted grammars; feature constraint formalisms for syntax; treebank and other markup methodology; robust low-level syntax and semantics; and experimental-modeling methodology using large data samples.

COGST 436 Language Development (also HD 436, LING 436, and PSYCH 436) (III)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HD 633, LING 700, or PSYCH 600, a supplemental graduate seminar. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. S-U grades optional. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of "Universal Grammar" and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child. An optional lab course supplement is available (see COGST 450/HD 437/LING 450/PSYCH 437).

COGST 438 Minds, Machines, and Intelligence (also S&TS 438) (III)

Spring. 4 credits. H. Miale.

Do machines think? Do they have minds? Are they intelligent? What can humans do that machines can't do and vice versa? How do humans use machines and how do machines use humans? In this course we focus on how philosophers such as Turing, Searle, Dreyfus etc. have dealt with these questions. At the same time, however, we are also concerned with trying to rethink the themes raised by these thinkers in light of social scientists who have studied how people and machines interact in specific (local) contexts, as for example, in a plane's cockpit or on the Internet. Topics may also include virtual surgery, speech recognition, and expert systems in medicine.

COGST 450 Lab Course: Language Development (also HD 437, LING 450, and PSYCH 437)

Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. B. Lust.

This laboratory course is an optional supplement to the survey course, Language Development (COGST/HD/LING/PSYCH 436). The lab course provides students with a hands-on introduction to scientific research, including design and methods, in the area of first language acquisition.

COGST 465 Topics in High-Level Vision (also COM S 392 and PSYCH 465) (III)

Spring. 4 credits. S. Edelman.

High-level vision is a field of study concerned with functions such as visual object recognition and categorization, scene understanding, and reasoning about visual structure. It is an essentially cross-disciplinary endeavor, drawing on concepts and methods from neuroanatomy and neurophysiology, cognitive psychology, applied mathematics, computer science, and philosophy. The course concentrates on a critical examination of a collection of research publications, linked by a common thread, from the diverse perspectives offered by the different disciplines. Students write bi-weekly commentaries on the assigned papers, and a term paper integrating the material covered in class.

COGST 470 Undergraduate Research in Cognitive Studies

Fall or spring. 1-4 credits. S-U grades optional. Prerequisite: permission of major adviser; written permission of Cognitive Studies faculty member who will supervise the research and assign the grade. Hours TBA. Cognitive Studies faculty.

Experience in planning, conducting, and reporting independent laboratory, field, and/or library research in an interdisciplinary area relevant to cognitive studies.

COGST 471 Cognitive Studies Research Workshop

Fall or spring. Credits variable. Prerequisites: student must be enrolled in an independent research course (either in Cognitive Studies, e.g., COGST 470, or in a related department), or in honors thesis research in one of the departments relevant to Cognitive Studies. Staff. (Interdisciplinary faculty from Cognitive Studies Program).

This course provides a research workshop in which undergraduate students who are engaged in research in a particular area relevant to cognitive science can meet across disciplines to learn and practice the essentials of research, using interdisciplinary approaches. In this workshop, students critique and discuss the existing literature in a field of inquiry, individual students present their research designs, methods, and results from their independent research studies, debate the interpretation of their research results, and participate in the generation of new research hypotheses and designs, in a peer group of other undergraduate students involved in related research.

COGST 474 Introduction to Natural Language Processing (also COM S 474 and LING 474) (III)

Spring. 4 credits. M. Rooth.
The course presents formalisms, algorithms, and methodology for manipulating natural languages computationally. It emphasizes parts of natural language (syntax and morphology, but not semantics) where algorithms and scientific understanding make it possible for us to create and implement approximately complete accounts of linguistic phenomena and also manipulate large samples of language use (a million or a billion words). Most of the methods are not only useful for engineering applications but also advance our scientific understanding of human languages.

Computer Science

COM S 101 Introduction to Cognitive Science (also COGST 101, LING 170, PHIL 191, and PSYCH 102)

Fall. 3 or 4 credits. M. Spivey.

COM S 201 Cognitive Science in Context Laboratory (also COGST 201 and PSYCH 201)

Spring. 4 credits. D. Field and staff.

COM S 211 Computers and Programming

Fall, spring, or summer. 3 credits.

COM S 312 Structure and Interpretation of Computer Programs

Fall or spring. 4 credits.

COM S 381 Introduction to Theory of Computing

Fall or summer. 4 credits.

COM S 392 Topics in High-Level Vision (also COGST 465 and PSYCH 465)

Fall. 4 credits. S. Edelman.

COM S 411 Programming Languages and Logics

Fall. 4 credits. Not offered every year.

COM S 424 Computational Linguistics (also COGST 424 and LING 424)

Spring. 4 credits. M. Rooth.

COM S 472 Foundations of Artificial Intelligence

Fall. 3 credits.

COM S 473 Practicum in Artificial Intelligence

Fall. 2 credits.

COM S 474 Introduction to Natural Language Processing (also COGST 474 and LING 474)

Spring. 4 credits. M. Rooth.

COM S 478 Machine Learning

Spring. 3 credits.

COM S 481 Introduction to Theory of Computing

Fall. 4 credits.

COM S 486 Applied Logic (also MATH 486)

Spring. 4 credits.

Education (College of Agriculture and Life Sciences)

[EDUC 210 Psychology of Learning and Memory]

Fall. 3 credits. Not offered 2001-2002. J. Dunn.)

EDUC 212 Psychological Foundations of Education

Spring. 2-3 credits. J. Dunn.

EDUC 311 Educational Psychology

Fall. 3 credits. D. Schrader.

Human Development (College of Human Ecology)

HD 115 Human Development

Fall or summer. 3 credits.

HD 266 Emotional Functions of the Brain

Fall. 3 credits.

HD 334 The Growth of the Mind

Spring. 4 credits. B. Lust.

HD 344 Infant Behavior and Development

Fall. 3 credits. S. Robertson.

HD 347 Human Growth and Development: Biological and Behavioral Interactions (also B&SOC 347 and NS 347)

Spring. 3 credits. S. Robertson and J. Haas.

HD 362 Human Bonding

Fall. 3 credits.

HD 436 Language Development (also COGST 436, LING 436, and PSYCH 436)

Spring. 4 credits. B. Lust.

HD 437 Lab Course: Language Development (also COGST 450, LING 450, and PSYCH 437)

Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. B. Lust.

HD 438 Thinking and Reasoning

Fall. 3 credits. B. Koslowski.

HD 439 Cognitive Development: Infancy through Adolescence

Spring. 3 credits. B. Koslowski.

Linguistics

LING 101 Introduction to Linguistics

Fall or spring. 4 credits. Fall, J. Whitman; spring, M. Diesing.

LING 170 Introduction to Cognitive Science (also COGST 101, COM S 101, PHIL 191, and PSYCH 102)

Fall. 3 or 4 credits. M. Spivey.

LING 201 Introduction to Phonetics and Phonology

Spring. 4 credits. A. Cohn.

LING 203 Introduction to Syntax and Semantics

Fall. 4 credits. M. Diesing.

[LING 264 Language, Mind, and Brain (also COGST 264)]

Spring. 4 credits. Not offered 2001-2002. J. Bowers.]

[LING 270 Truth and Interpretation (also COGST 270 and PHIL 270)]

Spring. 4 credits. Not offered 2001-2002.]

LING 301-302 Phonology I, II

Fall and spring. 4 credits each term. Fall, A. Cohn; spring, D. Zec.

LING 303-304 Syntax I, II

Fall and spring. 4 credits each term. Fall, C. Collins/J. Whitman; spring, M. Diesing.

LING 309 Morphology

Fall. 4 credits. D. Zec.

LING 319 Phonetics I

Fall. 4 credits

LING 320 Phonetics II

Spring. 4 credits.

LING 325 Pragmatics

Fall. 4 credits. S. McConnell-Ginet.

[LING 333 Problems in Semantics—Quantification in Natural Language (also COGST 333 and PHIL 333)]

Spring. 4 credits. Not offered 2001-2002. S. McConnell-Ginet and Z. Szabo.]

LING 401 Language Typology

Spring. 4 credits. C. Rosen.

LING 414 Second Language Acquisition I (also ASIAN 414)

Spring. 4 credits. Y. Shirai.

LING 415 Second Language Acquisition II (also ASIAN 417)

Spring. 4 credits. Y. Shirai.

LING 421 Semantics I

Spring. 4 credits.

LING 422 Semantics II

Fall. 4 credits.

LING 424 Computational Linguistics (also COGST 424 and COM S 424)

Spring. 4 credits. M. Rooth.

[LING 425 Corpra and Applied Linguistics (also ASIAN 425)]

Fall. 4 credits. Not offered 2001–2002.]

LING 436 Language Development (also COGST 436, HD 436, and PSYCH 436)

Spring. 4 credits. B. Lust.

LING 450 Lab Course: Language Development (also COGST 450, HD 437, and PSYCH 437)

Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. B. Lust.

LING 474 Introduction to Natural Language Processing (also COGST 474 and COM S 474)

Spring. 4 credits. M. Rooth.

Mathematics**MATH 281 Deductive Logic (also PHIL 331)**

Fall. 4 credits. H. Hodes.

MATH 384 Foundations of Mathematics (also PHIL 434)

Fall. 4 credits. H. Hodes.

MATH 481 Mathematical Logic (also PHIL 431)

Spring. 4 credits.

MATH 482 Topics in Logic (also PHIL 432)

Spring. 4 credits. H. Hodes.

MATH 483 Intensional Logic (also PHIL 436)

Spring. 4 credits.

MATH 486 Applied Logic (also COM S 486)

Spring. 4 credits.

Neurobiology and Behavior**BIONB 111 Brain, Mind, and Behavior (also COGST 111 and PSYCH 111)**

Spring. 3 credits. R. Hoy and E. Adkins Regan.

BIONB 221 Neurobiology and Behavior I: Introduction to Behavior

Fall. 3 or 4 credits.

BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology

Spring. 3 or 4 credits.

BIONB 326 The Visual System

Spring. 4 credits. H. Howland.

BIONB 328 Biopsychology of Learning and Memory (also PSYCH 332)

Spring. 3 credits. T. DeVoogd.

BIONB 392 Drugs and the Brain

Spring. 4 credits. R. Harris-Warrick.

BIONB 396 Introduction to Sensory Systems (also PSYCH 396)

Spring. 3 or 4 credits. B. Halpern.

[BIONB 421 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431 and 631)]

Fall. 3 or 4 credits. Not offered 2001–2002. B. Halpern.]

BIONB 424 Neuroethology (also PSYCH 424)

Spring. 4 credits.

[BIONB 426 Animal Communication]

Spring. 4 credits. Not offered 2001–2002.]

[BIONB 492 Sensory Function (also PSYCH 492)]

Spring. 3 or 4 credits. Not offered 2001–2002. B. Halpern and H. Howland.]

[BIONB 496 Bioacoustic Signals in Animals and Man]

Spring. 3 credits. Not offered 2001–2002.]

Philosophy**PHIL 191 Introduction to Cognitive Science (also COGST 101, COM S 101, LING 170, and PSYCH 102)**

Fall. 3 or 4 credits. M. Spivey.

PHIL 231 Introduction to Deductive Logic

Fall. 4 credits.

PHIL 261 Knowledge and Reality

Fall. 4 credits.

PHIL 262 Philosophy of Mind

Fall. 4 credits. B. Hellie.

[PHIL 270 Truth and Interpretation (also COGST 270 and LING 270)]

Spring. 4 credits. Not offered 2001–2002.]

PHIL 286 Science and Human Nature (also S&TS 286)

Spring. 4 credits. R. Boyd.

[PHIL 318 Twentieth-Century Philosophy]

Spring. 4 credits. Not offered 2001–2002.]

PHIL 331 Deductive Logic (also MATH 281)

Fall. 4 credits. H. Hodes.

PHIL 332 Philosophy of Language

Fall. 4 credits. Z. Szabó.

[PHIL 333 Problems in Semantics—Quantification in Natural Language (also COGST 333 and LING 333)]

Spring. 4 credits. Not offered 2001–2002. S. McConnell-Ginet and Z. Szabó.]

PHIL 361 Epistemology

Fall. 4 credits.

[PHIL 362 Philosophy of Mind]

Spring. 4 credits. Not offered 2001–2002. S. Shoemaker.]

PHIL 381 Philosophy of Science: Knowledge and Objectivity (also S&TS 381)

Fall. 4 credits. R. Boyd.

[PHIL 382 Philosophy and Psychology]

4 credits. Not offered 2001–2002.]

[PHIL 389 Philosophy of Science: Evidence and Explanation]

4 credits. Not offered 2001–2002.]

[PHIL 431 Mathematical Logic (also MATH 481)]

Spring. 4 credits. Not offered 2001–2002.]

[PHIL 432 Topics in Logic (also MATH 482)]

Spring. 4 credits. Not offered 2001–2002. H. Hodes.]

[PHIL 433 Philosophy of Logic]

Spring. 4 credits. Not offered 2001–2002.]

PHIL 434 Foundations of Mathematics (also MATH 384)

Fall. 4 credits. H. Hodes.

PHIL 436 Intensional Logic (also MATH 483)

Spring. 4 credits.

[PHIL 437 Problems in the Philosophy of Language]

Spring. 4 credits. Not offered 2001–2002.]

[PHIL 461 Metaphysics]

Spring. 4 credits. Not offered 2001–2002.]

Psychology**PSYCH 102 Introduction to Cognitive Science (also COGST 101, COM S 101, LING 170, and PHIL 191)**

Fall. 3 or 4 credits. M. Spivey.

PSYCH 111 Brain, Mind, and Behavior (also BIONB 111 and COGST 111)

Spring. 3 credits. R. Hoy and E. Adkins Regan.

PSYCH 201 Cognitive Science in Context Laboratory (also COGST 201 and COM S 201)

Spring. 4 credits. D. Field and staff.

PSYCH 205 Perception (also PSYCH 605)

Spring. 3 credits. J. Cutting.

PSYCH 209 Development (also PSYCH 709)

Spring. 4 credits. S. Johnson.

PSYCH 214 Issues in Cognitive Psychology (also COGST 214 and PSYCH 614)

Fall. 3 or 4 credits. S. Edelman.

PSYCH 223 Introduction to Biopsychology

Fall. 3 credits. M. Owren.

PSYCH 305 Visual Perception

Fall. 4 credits. J. Cutting.

[PSYCH 311 Introduction to Human Memory (also PSYCH 611)]

Spring. 3 credits. Not offered 2001–2002.]

PSYCH 316 Auditory Perception (also PSYCH 716)

Fall. 3 or 4 credits. C. Krumhansl.

PSYCH 326 Evolution of Human Behavior (also PSYCH 626)

Fall. 4 credits. R. Johnston.

PSYCH 332 Biopsychology of Learning and Memory (also BIONB 328 and PSYCH 632)

Spring. 3 credits. T. DeVoogd.

PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 342 and PSYCH 642)

Fall. 3 or 4 credits. D. Field.

PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also NS 361)

Fall. 3 credits. B. J. Strupp.

PSYCH 396 Introduction to Sensory Systems (also BIONB 396 and PSYCH 696)

Spring. 3 or 4 credits. B. Halpern.

[PSYCH 412 Laboratory in Cognition and Perception (also PSYCH 612)]

Spring. 4 credits. Not offered 2001-2002.
D. Field.]

[PSYCH 413 Information Processing: Conscious and Nonconscious]

Spring. 4 credits. Not offered 2001-2002.]

PSYCH 414 Comparative Cognition (also COGST 414 and PSYCH 714)

Spring. 3 credits. M. Owren.

[PSYCH 415 Concepts, Categories, and Word Meanings (also PSYCH 615)]

Fall. 4 credits. Not offered 2001-2002.]

PSYCH 416 Modeling Perception and Cognition (also COGST 416 and PSYCH 616)

Spring. 4 credits. M. Spivey.

PSYCH 417 The Origins of Thought and Knowledge (also PSYCH 717)

Fall. 4 credits. S. Johnson.

[PSYCH 418 Psychology of Music (also PSYCH 618)]

Spring. 3 or 4 credits. Not offered 2001-2002. C. Krumhansl.]

PSYCH 424 Neuroethology (also BIONB 424)

Spring. 4 credits.

PSYCH 425 Cognitive Neuroscience (also PSYCH 625)

Fall. 4 credits. B. Finlay.

[PSYCH 431 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421 and PSYCH 631)]

Fall. 3 or 4 credits. Not offered 2001-2002. B. Halpern.]

PSYCH 436 Language Development (also COGST 436, HD 436, and LING 436)

Spring. 4 credits. B. Lust.

PSYCH 437 Lab Course: Language Development (also COGST 450, HD 437, and LING 450)

Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. B. Lust.

PSYCH 465 Topics in High-Level Vision (also COGST 465 and COM S 392)

Fall. 4 credits. S. Edelman.

PSYCH 491 Research Methods in Psychology (also PSYCH 691)

Spring. 4 credits. D. Dunning.

[PSYCH 492 Sensory Function (also BIONB 492 and PSYCH 692)]

Spring. 4 credits. Not offered 2001-2002. B. Halpern and H. Howland.]

Sociology**[SOC 480 Identity and Interest in Collective Action (also SOC 580)]**

Fall. 4 credits. Not offered 2001-2002. M. Macy.]

Graduate Courses and Seminars

The following courses and seminars are generally for graduate students only. However, some may be appropriate for advanced undergraduates. The director of the concentration must approve an undergraduate's use of any of these for satisfying the concentration requirements.

COGST 501 Cognition (also PSYCH 501)

Fall. 4 credits. Concurrent or prior registration in COGST 101 (also COM S 101, LING 170, PHIL 191, and PSYCH 102) Introduction to Cognitive Science, is required. Co-meets with PSYCH 614, Issues in Cognitive Psychology. S. Edelman.

This course introduces graduate students interested in cognition (especially those who plan to pursue the Cognitive Studies minor) to the central issues in computational cognitive psychology. It consists of a series of advanced-level discussions of selected examples from the material covered in COGST 101 (also COM S 101, LING 170, PHIL 191, and PSYCH 102) and COGST 214 (also PSYCH 214/614). The material from those courses includes perception, attention and consciousness, memory, thinking, and language. The course focuses on the development of skills required for critical evaluation of research in cognitive sciences, backed by an in-depth understanding of the relevant concepts and theories.

COGST 530 Representation of Structure in Vision and Language (also LING 530 and PSYCH 530)

Spring. 4 credits. Graduate seminar. Enrollment limited to 13 graduate students. Prerequisites: a course each in cognitive psychology, linguistics, and computer science, or permission of instructor. S. Edelman.

The seminar concentrates on the nature of the representation of visual objects and scenes in the brain and compares it with the structural framework that serves as the main explanatory tool in current theories of language processing. Data and ideas are drawn from visual psychophysics, neurophysiology, psycholinguistics, computational vision and linguistics, and philosophy. Students present published research papers and preprints, which are then discussed and critiqued.

COGST 531 Topics in Cognitive Studies (also LING 531 and PSYCH 531)

Spring. 4 credits. Cognitive Studies Program staff.

This seminar series takes advantage of the wide range of expertise and research interests of the faculty members of the Cognitive Studies Program. Every time it is offered, the seminar concentrates on a cluster of issues that span disciplines from Neurobiology and Behavior, through Psychology and Linguistics, to Computer Science and Philosophy. Each meeting consists of a short background presentation, followed by a seminar-style discussion of a chosen issue, exemplified by a current research publication. Students submit weekly essays discussing the assigned publications, and a term paper integrating the various topics covered.

COGST 633 Language Acquisition Seminar (also LING 633)

Fall. 4 credits. Prerequisite: COGST/HD/LING/PSYCH 436 or equivalent, or permission of instructor. B. Lust.

[COGST 773-774 Proseminar in Cognitive Studies I and II (also COM S 773/774, LING 773/774, PHIL 773/774, and PSYCH 773/774)]

Fall: R grade; spring: S-U only. 4 credits. Not offered 2001-2002.

The Cognitive Studies Proseminar consists of two semesters of meetings with the graduate faculty in the field of Cognitive Studies. The proseminar provides a general introduction to

the field of Cognitive Studies including an introduction to each of the major disciplines that comprise the minor: i.e., computer science, linguistics, philosophy, and psychology. In each of these disciplines, faculty from the field introduce theoretical and methodological issues that underlie the field and its relation to Cognitive Studies; in addition, they introduce various labs in which active research is being conducted in their field at Cornell, and current issues of interdisciplinary interest.

The proseminar includes suggestions from faculty in each field for further advanced interdisciplinary research that can be pursued at Cornell during a Cognitive Studies minor. It concludes (end of second term) with individual student presentations in which students initiate a critique of some interdisciplinary research, after consultation with a faculty member of their choice.

Although suitable to entering graduate students, the proseminar is also open to graduate students beyond their first year. Advanced undergraduates with a Cognitive Studies concentration may also be admitted. This is a year-long lecture and discussion course. The year-long commitment is mandatory. An "R" grade is assigned in the fall semester, and an S-U grade only will be assigned in the spring semester.]

COM S 664 Machine Vision

Spring. 4 credits.

COM S 671 Introduction to Automated Reasoning

Fall. 4 credits.

COM S 672 Advanced Artificial Intelligence

Spring. 4 credits. Prerequisite: COM S 472.

COM S 674 Natural Language Processing

Spring. 4 credits. Prerequisite: COM S 472.

[COM S 676 Reasoning about Knowledge]

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Not offered 2001-2002. J. Y. Halpern.]

[COM S 677 Reasoning about Uncertainty]

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Not offered 2001-2002. J. Y. Halpern.]

COM S 772 Seminar in Artificial Intelligence

Fall and spring. 2 credits. B. Selman.

COM S 775 Seminar in Natural Language Understanding

Fall and spring. 2 credits.

EDUC 611 Educational Psychology

Fall. 3 credits. Undergraduates admitted with permission from instructor. R. Ripple.

EDUC 614 Gender, Context, and Epistemological Development (also WOMNS 624)

Fall. 3 credits. D. Schrader.

EDUC 714 Moral Development and Education

Spring. 3 credits. D. Schrader.

HD 600/700 Graduate Seminars

LING 530 Representation of Structure in Vision and Language (also COGST 530 and PSYCH 530)

Spring. 4 credits. S. Edelman.

LING 531 Topics in Cognitive Studies (also COST 531 and PSYCH 531)

Spring. 4 credits. Cognitive Studies Program staff.

LING 609 Second Language Acquisition and the Asian Languages (also ASIAN 610)

Fall. 4 credits. Prerequisite: LING 414-415. Y. Shirai.

LING 633 Language Acquisition Seminar (also COGST 633)

Fall. 4 credits. Prerequisite: COGST/HD/LING/PSYCH 436 or equivalent. B. Lust.

LING 700 Graduate Seminars**MATH 681 Logic**

Spring. 4 credits.

MATH 781-782 Seminar in Logic

Fall and spring. 4 credits each.

MATH 788 Topics in Applied Logic

Fall. 4 credits.

NBA 663 Managerial Decision Making

Fall. 3 credits. J. Russo.

PHIL 633 Philosophy of Language—Propositions and Events

Spring. 4 credits.

PHIL 662 Philosophy of Mind

Fall. 4 credits. Z. Szabo.

PHIL 700 Graduate Seminars**PSYCH 501 Cognition (also COGST 501)**

Fall. 4 credits. Concurrent or prior registration in COGST 101/COM S 101/LING 190/PHIL 191/PSYCH 102, Introduction to Cognitive Science, is required. Co-meets with PSYCH 614, Issues in Cognitive Psychology. S. Edelman.

PSYCH 521 Psychobiology (Developmental Seminar)

Fall and spring. 4 credits each. B. Finlay.

PSYCH 530 Representation of Structure in Vision and Language (also COGST 530 and LING 530)

Spring. 4 credits. S. Edelman.

PSYCH 531 Topics in Cognitive Studies (also COGST and LING 531)

Spring. 4 credits. Cognitive Studies Program staff.

PSYCH 550 Special Topics in Cognitive Science

Spring. 4 credits. M. Spivey.

[PSYCH 601 Computational Models of Language]

Spring. 4 credits. Prerequisite: consent of instructor. Not offered 2001-2002. M. Spivey.]

PSYCH 614 Issues in Cognitive Psychology (also COGST 214 and PSYCH 214)

Fall. 4 credits. Co-meets with COGST/PSYCH 501, Cognition. S. Edelman.

PSYCH 616 Modeling Perception and Cognition (also COGST 416 and PSYCH 416)

Spring. 4 credits. M. Spivey.

PSYCH 618 Psychology of Music (also PSYCH 418)

Spring. 4 credits. C. Krumhansl.

[PSYCH 631 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421 and PSYCH 431)]

Fall. 3 or 4 credits. Not offered 2001-2002. B. Halpern.]

PSYCH 691 Research Methods in Psychology (also PSYCH 491)

Spring. 4 credits. D. Dunning.

PSYCH 714 Comparative Cognition (also COGST 414 and PSYCH 414)

Spring. 3 credits. M. Owren.

PSYCH 716 Auditory Perception (also PSYCH 316)

Fall. 4 credits. C. Krumhansl.

College Scholar Program

L. Abel, director, 172 Goldwin Smith Hall, 255-3386.

K. Gabard, director, 55 Goldwin Hall, 255-5792.

The College Scholar Program is described in the introductory section of Arts and Sciences.

COLLS 397 Independent Study

Fall or spring. 1-4 credits. Prerequisite: permission of program office.

COLLS 499 Honors Research

Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

East Asia Program

140 Uris Hall

J. Whitman, director; D. Boucher, K. W. Brazell, M. Brinton, R. Bullock, A. Carlson, P. Chi, S. G. Cochran, B. de Bary, G. Fields, E. M. Gunn, T. Huhn, S. Hoare, P. J. Katzenstein, J. V. Koschmann, F. Kotas, J. M. Law, L. C. Lee, T. P. Lyons, R. McNeal, V. Nee, A. Pan, C. A. Peterson, J. R. Piggott, N. Sakai, P. S. Sangren, M. Shin, Y. Shirai, V. B. Shue, J. J. Suh, R. J. Sukle, K. W. Taylor, H. Wan, D. X. Warner, Emeritus: R. Barker, K. Biggerstaff, E. H. Jorden, J. McCoy, T. L. Mei, R. J. Smith, M. W. Young

The East Asian Program draws together faculty from departments and fields throughout the university who participate in a program of research and teaching on the civilizations and cultures of East Asia. Courses are offered through departments in the humanities and social sciences, as well as in the fields of business, city and regional planning, international and comparative labor relations, and rural sociology. The Department of Asian Studies offers language courses in Mandarin, Cantonese, Korean, and Japanese, in addition to the Full-year Asian Language Concentration (FALCON) in Japanese and Mandarin. Undergraduates major in the Department of Asian Studies and concentrate on the language and culture of one East Asian country, while graduate students may work toward an M.A. in East Asian studies, a dual M.B.A./M.A. degree or an M.A./Ph.D. Degree in a discipline such as agricultural economics, anthropology, city and regional planning, government, history, history of art, linguistics, literature, rural sociology, or sociology. Graduate students concentrating on East Asia

may apply for a variety of fellowships and travel grants offered by the East Asia Program. The formal program of study is enriched by numerous events and extracurricular activities, including films, workshops, art exhibits, lectures, symposia, and cultural and artistic performances on East Asia. With a half million holdings in Chinese, Japanese, Korean, and western languages, the Wason Collection in Kroch Library is a major national resource for research on East Asia. A 5,000 piece collection representing the full range of Chinese, Japanese, and Korean art may be seen at the George and Mary Rockwell Galleries in the Herbert F. Johnson Museum of Art.

First-Year Writing Seminars

For information about the requirements for first-year writing seminars and descriptions of seminar offerings, see the John S. Knight Institute for Writing in the Disciplines section, and consult the John S. Knight Institute brochure, available from college registrars in August for the fall term and on the web in late October for the spring term.

Human Biology Program

J. Haas (nutritional sciences), director, 127 Savage Hall, 255-8001; B. Finlay (psychology), J. Fortune (physiology/women's studies), E. Frongillo (nutritional sciences), R. Johnston (psychology), K. A. R. Kennedy (ecology and systematics/anthropology), D. Levitsky (nutritional sciences), P. W. Nathanielsz (physiology), D. L. Pelletier (nutritional sciences), W. Provine (ecology and systematics/history), R. Robertshaw (physiology), S. Robertson (human development), R. Savin-Williams (human development), M. Small (anthropology)

Human biology integrates the methods and theories of many disciplines, such as biological anthropology, nutrition, neurobiology, physiology, psychology, demography, ecology, genetics, and paleontology into a comprehensive study of biological diversity in *Homo sapiens*. A central focus of this interdisciplinary approach to the study of the human organism is an understanding of evolutionary processes that explain our biological variation through space and time. The curriculum of study seeks to educate future biological scientists to address the concerns of a society that is becoming more demanding of the scientific community to place its specialized biological knowledge in a broad context. The human biology curriculum is of particular relevance to undergraduate students in premedical and predentistry programs, biological anthropology, nutrition, human development, ecology and evolutionary biology, psychology, physiology, genetics, and the health-related sciences. It serves to bring together students with a common interest in humankind as defined from these diverse fields and to provide a forum for student-faculty interaction on various topics relating to human evolution and biological diversity. Human biology is not a major but a curriculum of study that provides majors in various departments with a program for selecting elective courses that deal with the biology of the human species. Students in their junior year may develop a program of study in human biology while majoring in a number of different departmental fields.

Basic Requirements

The requirements for a program of study in human biology are designed to ensure sufficient background in physical sciences and mathematics to enable the student to pursue a wide range of interests in the fields of modern biological sciences, anthropology, and fields related to the evolution and physical diversity of the human species. Adjustments may be made in these requirements, depending on the student's academic background and affiliation with colleges and schools within the university.

The basic requirements are one year of introductory biology (BIO S 101-103 plus 102-104 or 105-106 or BIO S 107-108 offered during the eight-week Cornell Summer Session); one year of general chemistry (CHEM 207-208 or 215-216); one year of college mathematics (MATH 111-112 or 105-106 or 111-105); one course in genetics (BIO S 281 or 282); one course in biochemistry (BIO S 330, 331, 332, or 333 or NS 320). It is recommended that students planning graduate study in biological anthropology, psychology, and related fields in the medical and nutritional sciences take a course in statistics. Students should consult their faculty adviser in human biology for help in selecting appropriate courses.

Elective courses should be taken that will enable the student to acquire breadth in the subject matter of human biology outside of their departmental major. Therefore only 6 of the 15 human biology elective credits may also fulfill requirements for the major. Courses should be selected that also provide sufficient exposure to the integration of basic anatomical and physiological sciences with the behavior of individuals and groups within the context of evolutionary theory and ecology. The courses listed below are representative of the offerings in human biology and are included to assist the student in organizing a curriculum of study. They are organized into three groups that reflect the three levels of integration noted above: (1) human anatomy and physiology, (2) human behavior, and (3) human evolution and ecology. Students should choose at least one course from each of these areas of integration. It is anticipated that the student will include in a program of study at least one of the laboratory courses offered. It is expected that a student will take a minimum of 15 credits from among these courses.

There is no foreign language requirement for human biology beyond what is dictated by specific departments and colleges. The requirements for the human biology curriculum are set alongside requirements of the undergraduate majors as these are defined by different departments. Students with independent majors may design their own programs of study under the guidelines provided by their college. Although a student may indicate an interest in human biology in the freshman year and be able to obtain early guidance from a faculty adviser representing the curriculum of study, it is more usual for students to establish their course programs in the first semester of the junior year. The student may request one of the faculty advisers in his or her department who is listed as faculty in human biology to be their principal adviser, or he or she may have an adviser in the department of the major and seek the advice of a human biology faculty adviser in matters pertaining to satisfaction of

the requirements. In certain cases a faculty adviser may represent both the major and the curriculum of study in human biology.

Courses

Human Anatomy and Physiology

BIO AP 214 Biological Basis of Sex Differences (also B&SOC 214 and WOMNS 214)

Fall. 3 credits.

BIO AP 311 Introductory Animal Physiology, Lectures (also VET BMS 346)

Fall. 4 credits.

BIO AP 319 Animal Physiology Experimentation

Fall. 4 credits.

BIO AP 458 Mammalian Physiology

Spring. 3 credits.

BIO EE 274 The Vertebrates: Structure, Function, and Evolution

Spring. 4 credits.

BIO EE 474 Laboratory and Field Methods in Human Biology (also ANTHR 474)

Spring. 5 credits.

NS 115 Nutrition and Health: Concepts and Controversies

Fall. 3 credits.

NS 222 Maternal and Child Nutrition

Spring. 3 credits.

NS 315 Obesity and the Regulation of Body Weight

Fall. 3 credits.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits.

NS 341 Human Anatomy and Physiology Lab

Spring. 4 credits.

NS 361 Biology of Normal and Abnormal Behavior (also PSYCH 361)

Fall. 3 credits.

NS 441 Nutrition and Disease

Fall. 4 credits.

PSYCH 322 Hormones and Behavior (also BIONB 322)

Spring. 3 or 4 credits.

PSYCH 425 Cognitive Neuroscience

Fall. 3 or 4 credits.

VETMI 431 Medical Parasitology

Fall. 2 credits.

Human Behavior

ANTHR 390 Primate Behavior and Ecology

Spring. 4 credits.

ANTHR 490 Primates and Evolution

Spring. 4 credits.

B&SOC 301 Biology and Society I: The Social Construction of Life (also S&TS 401)

Fall. 4 credits.

BIO NB 421 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431 and 631)

Fall. 3 or 4 credits.

BIO NB 427 Animal Social Behavior
Fall. 4 credits.

HD 344 Infant Behavior and Development
Fall. 3 credits.

PAM 380 Human Sexuality
Spring. 3 credits.

NS 245 Social Science Perspectives of Food and Nutrition
Fall. 3 credits.

NS 347 Human Growth and Development: Biological and Behavioral Interactions (also HD 347 and B&SOC 347)
Spring. 3 credits.

NS 361 Biology of Normal and Abnormal Behavior
Fall. 3 credits.

PSYCH 326 Evolution of Human Behavior
Fall. 4 credits.

PSYCH 425 Cognitive Neuroscience
Fall. 3 or 4 credits.

R SOC 408 Human Fertility in Developing Nations
Spring. 3 credits.

R SOC 438 Social Demography
Fall. 3 credits.

Human Evolution and Ecology

ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind
Fall. 3 credits.

ANTHR 203 Early People: The Archaeological and Fossil Record (also ARKEO 203)
Spring. 3 credits.

ANTHR 390 Primate Behavior and Ecology
Spring. 4 credits.

ANTHR 391 The Evolution of the Human Life Cycle
Spring. 3 credits.

ANTHR 490 Primates and Evolution
Spring. 4 credits.

BIO EE 261 Ecology and the Environment
Fall or summer. 4 credits.

BIO EE 272 Functional Ecology of Vertebrates
Spring. 4 credits.

BIO EE 275 Human Biology and Evolution (also ANTHR 275 and NS 275)
Fall. 3 credits.

BIO EE 278 Evolutionary Biology
Fall or spring. 3 or 4 credits.

BIO EE 371 Human Paleontology (also ANTHR 371)
Fall. 4 credits.

BIO EE 461 Population and Evolutionary Ecology
Spring. 4 credits.

BIO EE 464 Macroevolution
Spring. 4 credits.

BIO EE 471 Mammalogy
Fall. 4 credits.

BIO EE 673 Human Evolution: Concepts, History, and Theory (also ANTHR 673)

Fall. 3 credits.

BIO G 207 Evolution (also HIST 287, and S&TS 287)

Fall or summer. 3 credits.

BIO GD 481 Population Genetics

Fall. 4 credits.

BIO GD 482 Human Genetics and Society

Fall. 3 credits.

BIO GD 484 Molecular Evolution

Spring. 3 credits.

B&SOC 447 Seminar in the History of Biology (also HIST 415)

Fall. 4 credits.

NS 306 Nutritional Problems of Developing Nations

Fall. 3 credits.

NS 451 Epidemiology and Health of Human Communities

Fall. 3 credits.

PAM 303 Ecology and Epidemiology of Health

Spring. 3 credits.

PSYCH 326 Evolution of Human Behavior

Fall. 4 credits.

R SOC 201 Population Dynamics

Spring. 3 credits.

VET MI 431 Medical Parasitology

Fall. 2 credits.

VET PMP 664 Introduction to Epidemiology (enroll in VET CS 664)

Fall. 3 credits.

Independent Major Program

L. Abel, director, 172 Goldwin Smith Hall, 255-3386.

The Independent Major Program is described in the introductory section of Arts and Sciences.

IM 351 Independent Study

Fall or spring. 1-4 credits. Prerequisite: permission of the program office.

IM 499 Honors Research

Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

International Relations Concentration

Office: 156 Uris Hall, 254-5004,
www.einaudi.cornell.edu/about/irc.asp

Faculty Advisory Board T. Bestor (Anthropology); M. Cook (ILR); Matthew Evangelista (Government); S. Feldman (Rural Sociology); D. Lee (ARME); D. Lelyveld (Executive Director, Einaudi Center for International Studies); J. Reppy (S & TS); H. Shue (Ethics and Public Policy); B. Strauss (History); B. Szekeley (Associate Director, Cornell Abroad)

Objective

The International Relations Concentration is an interdisciplinary program for undergradu-

ate students enrolled in any of the seven Cornell undergraduate colleges. The International Relations Concentration provides a structured yet flexible program for undergraduates to take advantage of the vast resources available at the university for studying the politics, economics, history, languages, and cultures of the countries and regions of the world.

Graduates of the program have gone on to pursue further education in fields such as political science and anthropology and to successful careers in international law, economics, agriculture, trade, finance, and government service, among others. They have gone on to work in international and nongovernmental organizations, in cross-cultural affairs, in journalism, and in education.

The International Relations Concentration is not a major or a department, but rather a program offering a selection of courses reaching across colleges and departments. Students pursue the International Relations Concentration in addition to their regular degree. International Relations Concentrators have majored in fields ranging from anthropology, city and regional planning, communications, government, and history to natural resources, industrial and labor relations, and computer science. International coursework and language study add a global and cross-cultural dimension to those majors. Some students even design an independent major in some aspect of international relations or comparative social or cultural studies. Spending a semester or year of study abroad can contribute to meeting the course requirements of the IR Concentration, including the language requirement.

Course Requirements

These requirements are designed to expose students to a broad range of perspectives in international relations while allowing them to tailor their course selections to specific interests. Courses throughout the university are grouped into four subject areas including:

- 1) International Economics and Development;
- 2) World Politics and Foreign Policy;
- 3) Transnational Processes and Policies;
- 4) Cultural Studies.

Within these four subject areas, courses are also identified as "core" or "elective". Starting with the Class of 2003 and for current students who have not been enrolled in the program by the end of spring 1999, students must complete altogether eight courses from the four groups according to one of two strategies. Option A emphasizes the politics and economics of international relations. Option B puts greater stress on culture. In choosing either option, students should ensure that they acquire familiarity with more than one geographic region or country. All courses used to fulfill the concentration requirements must be taken for a letter grade. Courses can count both toward a major and the International Relations Concentration.

Option A:—One core course from Groups 1, 2, 3, and 4—One elective from Groups 1, 2, 3, and 4

Option B:—One core course from Groups 1, 2, 3, and 4—One elective from either Group 1 or Group 2—One elective from Group 3 and 4, and one additional elective from either Group 3 and Group 4

Prior to pre-registration a course list for the following semester (as well as lists for the current and previous semesters) can be obtained from the administrative coordinator, Hyeok Yong Kwon, hyk1@cornell.edu, 156 Uris Hall, as well as from the website. Students should take note that these lists are not necessarily complete. Other courses throughout the university can qualify for the International Relations Concentration by arrangement.

Course List for Fall 2001

(For course list for spring 2002, contact IRC program in fall of 2001. Courses with the brackets are core courses for each group but not offered in fall 2001.)

Group 1: International Economics and Development**Core:**

ECON 361	International Trade Theory (prerequisites: ECON 101, 102, 313)
[AEM 230/ ECON 230]	International Trade and Finance (ECON 101 required; ECON 102 recommended and may be taken concurrently)
[ECON 263/ AEM 430]	International Trade Policy (ECON 101, 102, 314 required)

Electives:

AEM 432	Markets or Governments?
AEM 433/ CRP 412	Development, Privatization and New Public Management
CRP 474	Third World Urbanization
CRP 477	Issues in African Development
ECON 371	Economic Development
ECON 425	Economic History of Latin America
ECON 450/ AEM 450	Resource Economics
ECON 471	Economy of the Former USSR and Central Europe
ECON 472	Comparative Economic System: East and West
ECON 475	Economic Problems of India
GOVT 400	America and the World Economy
GOVT 433	Politics of Economic Liberalization in the Developing World
ILRHR 360	Human Resource Economics and Public Policy
GOVT 330/ ILRIC 333/533	Europe, the US, and Japan in the Global Economy

Group 2: World Politics and Foreign Policy**Core:**

GOVT 181	Introduction to International Relations
Electives:	
AS&RC 311	Government and Politics in Africa
AS&RC 451	Political and Social Change in Caribbean

GOVT 326	Crafting Democratic Constitutional Choices	INTAG 300	Perspectives in International Agricultural and Rural Development	COM L 474/ HIST 474	Topics in Modern European Intellectual and Cultural History	
GOVT 332	Modern European Politics	INTAG 402	Agriculture in Developing Nations I (open to upper class undergraduates)	ENGL 251/ WOMNS 251	20th Century Women Novelists	
GOVT 343	Politics of European Union			FRLIT 320	French Civilization II	
GOVT 347	Government and Politics of China			FRLIT 370	Perspectives on Enlightenment	
GOVT 384	Contemporary International Conflict	PAM 383	Social Welfare as Social Institute	FRLIT 386	Perfume, Jewelry, Cigarettes	
GOVT 390	International Relations and Film Theory	R SOC 261	Sociology of Sustainable Development		HIST 151	Introduction to Western Civilization
GOVT 391	Chinese Foreign Policy	R SOC 325/ AIS 325	Indigenous Globalization		HIST 191	Introduction to Modern Asian History
GOVT 490	International Institutions	SOC 437/ R SOC 438	Social Demography	HIST 206	Modern Mexico	
HIST 214/ AM ST 214	American Foreign Policy	S & TS 411	Knowledge, Technology, and Property	HIST 213/ AAS 213	Asian American History	
HIST 284	Southeast Asia and the World System	Group 4: Cultural Studies			HIST 224	Art and Politics—20th Century Latin American History
HIST 289	The US-Vietnam War	Core:				
HIST 290	20th Century Russia and Soviet Union	ANTHR 200	Cultural Diversity and Contemporary Issues	HIST 253/ NES 255/ RELST 255	Introduction to Islamic Civilization	
HIST 295	Colonial Latin America	[ANTHR 102	Introduction to Anthropology: The Comparison of Cultures]	HIST 263/ RELST 263	The Earlier Middle Ages	
HIST 371	WWII in Europe	Electives:		HIST 265/ CLASS 265	Ancient Greece From Homer-Alexander	
HIST 414	Motivations of US Foreign Policy (permission of the instructor, limited to 15 students)	ANTHR 224	The French Experience	HIST 281	Science in History	
HIST 467	Modern European History (Topic: International Humanitarian Movements in the 20th Century: limited to 12 students)	ANTHR 230/ AIS 230	Cultures of North America	HIST 284/ ASIAN 284	South East Asia and the World System	
		ANTHR 336	Change and Continuity in Pacific	HIST 291	Modern Jewish History, 1789-1948	
		ANTHR 345	Japanese Society	HIST 295	Colonial Latin America	
		ANTHR 362	Democratizing Society	HIST 297	Japan before 1600	
		ANTHR 381	Anthropology and Religion	HIST 310/ ENGL 314	Life, Literature, Power: Late Medieval England	
Group 3: Transnational Processes and Policies		ANTHR 422	Anthropology and the Environment (limited to 15 students)	HIST 349	Early Modern England	
GOVT 294/ PHIL 294	Global Thinking	ARKEO 360/ NES 360/ JWST 360	Origins of Mesopotamian Civilization	HIST 355	The Old Regime: France in the 17th and 18th Century	
GOVT 393	Introduction to Peace Studies	ART H 220/ CLASS 220	Introduction to Art History: Classical World	HIST 360	Early Warfare: East and West	
Electives:		ART H 280	Approaches to Asian Art	HIST 395	South East Asia to the 18th Century	
ANTHR 422	Anthropology and the Environment (limited to 15 students)	ART H 362/ WOMNS 361	Impressionism in Society	HIST 404/ S HUM 401	The Soul in Medieval Culture	
ANTHR 480	Anthropology and Globalization	ART H 378/ AS&RC 310	Art in African Culture and Society	HIST 405/ S HUM 408/ GERST 420	Jewish Culture and Modernity	
AEM 494	Ethical Issues in Food and Agriculture	ART H 478/ AS&RC 435	African Cinema	HIST 435/ CLASS 445	Modern Classic History of Ancient Greece (limited to 15 students)	
B&SOC 461	Environmental Policy	AS&RS 404	Afrocentricity	HIST 447	Crusaders and Chroniclers (limited to 15 students)	
CRP 380	Environmental Politics	ASIAN 211	Introduction to Japan	HIST 451/ ASIAN 450	Crime and Diaspora in South East Asian History (limited to 15 students)	
CRP 451	Environmental Law	ASIAN 215	Introduction to South Asian Civilization	HIST 474/ COM L 474/ JWST 474	Topics in Modern European Intellectuals and History (limited to 15 students)	
CRP 453	Environmental Aspects of International Planning (open to advanced undergraduates)	ASIAN 312	Intellectuals: Early Modern Korea	HIST 477	Politics of Enlightenment	
COMM 424	Communication in the Developing Nations (open to juniors and seniors)	ASIAN 351/ RELST 351	Indian Religious World	HIST 490	Tales of the Heike	
GOVT 343	Politics of European Integration	ASIAN 415/ COM L 418	Virtual Orientalism	HIST 492	Medieval Chinese History	
HIST 250/ ECE 250/ S&TS 250	Technology in Society	COM L 330/ GERST 330/ THETR 329	Political Theory and Cinema	HIST 493/ ASIAN 493	Problems in Modern Chinese History	
HIST 467	Modern European History (Topic: International Humanitarian Movements in the 20th Century: limited to 12 students)	COM L 334/ NES 339/ RELST 334	Islamic Spain: Culture and Society	ITAL 224	Contemporary Italy	
ILRHR 469	Immigration and the American Labor Force	COM L 404/ ENGL 404	Nazis and the Literary Imagination	ITAL 390	Fascist Bodies, Fascist Films	

SOC 429	Culture and Agency
S&TS 287/ BIO G 207/ HIST 287	Evolution
SPANL 346	Hispanic Caribbean Culture and Literature
THETR 240	Introduction to World Theatre I
THETR 274	Introduction to Film Analysis

Language Requirement

IR Concentrators are expected to complete additional language study beyond the College of Arts and Sciences degree requirement. This study can be accomplished in one of two ways: 1) two years of one foreign language (proficiency plus one course) 2) two languages at proficiency.

Study Abroad

IR Concentrators are strongly encouraged to study abroad to bring a practical dimension to their expertise in international issues. Those who choose this option will find the requirements for the concentration highly compatible with courses taken abroad. Students are encouraged to contact the Administrative Coordinator prior to departure.

Completion

Transcripts will reflect successful completion of the requirements for the concentration. In addition, students will receive a special certificate and a letter of confirmation signed by the director of the international relations concentration.

Enrollment

To obtain course lists, to enroll and for all further information, please contact: *Administrative Coordinator: Hyeok Yong Kwon, the Mario Einaudi Center for International Studies, 156 Uris Hall, hyk1@cornell.edu, Tel: 254-5004.

Center for International Studies

See Interdisciplinary Centers, Programs, and Studies.

Program of Jewish Studies

D. I. Owen, director (Ancient Near Eastern and Biblical History and Archaeology), L. Adelson (German-Jewish Literature and Culture), G. Altschuler (American-Jewish History and Culture), D. Bathrick (Holocaust Film Studies), R. Brann (Judeo-Arabic Studies), V. Caron (Modern French and European-Jewish History), M. Diesing (Yiddish Language and Linguistics), N. Furman (French Holocaust Literature), K. Haines-Eitzen (New Testament and Early Christianity), R. Hoffmann (Holocaust Studies), P. Hyams (Medieval Jewish History), D. LaCapra (Holocaust Studies), M. Migiel (Italian Literature), R. Polenber (American-Jewish History), J. Porte (American-Jewish Writers), D. S. Powers (Arabic and Islamic Studies), G. Rendsburg (Biblical and Semitic Studies), E. Rosenberg (Holocaust Studies), N. Scharf (Hebrew Language), D. Schwarz (Anglo-Jewish Literature), G. Shapiro (Russian-Jewish Literature), S. Shoer (Hebrew Language), D. Starr (Modern Hebrew and Arabic Literature), M. Steinberg (German-Jewish History and Culture),

Y. Szekely (Judaica Bibliography), S. Toorawa (Minorities in Islamic Hands), J. Zorn (Biblical Archaeology)

The Program of Jewish Studies was founded as an extension of the Department of Semitic Languages and Literatures, now the Department of Near Eastern Studies, in 1973 and attained status as an intercollegiate program in 1976.

The program has grown out of the conviction that Judaic civilization merits its own comprehensive and thorough treatment and that proper understanding of any culture is inconceivable without adequate knowledge of the language, literature, and history of the people that created it. Accordingly, the offerings in the areas of Jewish languages and literatures have been considerably expanded, and courses in ancient, medieval, and especially modern Jewish history and culture have been added to the program.

It is a broadly based, interdisciplinary program, bringing together faculty from various Cornell departments and colleges.

The Program of Jewish Studies supports teaching and research in the many areas of Jewish Studies. It is a secular, academic program, whose interests are diverse and cross-cultural. The program recognizes its special relationship to teaching and research in classical Judaica and Hebraica pursued by the members of the Department of Near Eastern Studies, with particular emphasis on the interrelationship between Judaism, Christianity, and Islam.

It presently enables students to obtain basic instruction and specialization in the fields of Semitic languages; the Hebrew Bible; medieval and modern Hebrew literature; ancient, medieval, and modern European and Middle Eastern Jewish history; and Holocaust studies. In some of these fields students may take courses on both graduate and undergraduate levels. Faculty throughout the university provide breadth to the program by offering courses in related areas of study.

Courses Offered

JWST 105-106 Elementary Modern Hebrew I and II (also NES 101-102)
105 fall; 106 spring. 6 credits. S. Shoer.
For description, see NES 101-102.

JWST 163 Things the Prophets Never Told You: Archaeology and the Religion of Ancient Israel (also NES 163)
Fall. 3 credits. J. Zorn.
For description, see NES 163.

JWST 201-202 Intermediate Modern Hebrew I and II (also NES 201-202)
201, fall; 202@, spring. 4 credits. N. Scharf.
For description, see NES 201-202.

JWST 235 Jews and Arabs in Conflict: The Modern Period (also NES 235)
Spring. 3 credits. D. Starr.
For description, see NES 235.

JWST 239 Cultural History of the Jews of Spain (also NES 239, COM L 239, RELST 239, SPAN L 239)
Spring. 3 credits. M. Segol.
For description, see NES 239.

JWST 246 Jewish Mysticism (also RELST 246, NES 246)
Fall. 3 credits. M. Segol.
For description, see NES 246.

JWST 252 Modern European Jewish History, 1789-1948 (also HIST 291)
Fall. 4 credits. V. Caron.
For description, see HIST 291.

JWST 254 Anti-Semitism and the Crisis of Modernity: From the Enlightenment to the Holocaust (also HIST 235)
Spring. 4 credits. V. Caron.
For description, see HIST 235.

JWST 256 Introduction to the Q'uran (also RELST 256, NES 256)
Spring. 3 credits. S. Toorawa.
For description, see NES 256.

JWST 257 Ethics of Imagining Holocaust (also GERST 221, ENGL 221)
Fall. 4 credits. D. Schwartz.
For description, see ENGL 221.

JWST 263 Introduction to Biblical History and Archeology (also RELST 264, ARKEO 263, and NES 263)
Spring. 3 credits. J. Zorn.
For description, see NES 263.

JWST 268 Ancient Egyptian Civilization (also NES 268, ARKEO 268)
Spring. 3 credits. G. Kadish.
For description, see NES 268.

JWST 294 Imagining the Modern Middle East (also NES 294, HIST 288, GOVT 358)
Fall. 4 credits. S. Alatout.
For description, see NES 294.

JWST 301-302 Advanced Modern Hebrew I and II (also NES 301-302)
301, fall; 302, spring. 4 credits. N. Scharf.
For description, see NES 301-302.

JWST 339 Islamic Spain: Culture and Society (also RELST 334, SPANL 339, COM L 334, NES 339)
Fall. 4 credits. R. Brann.
For description, see NES 339.

JWST 360 Origins of Mesopotamian Civilization (also NES 360, ARKEO 360)
Fall. 4 credits. D. I. Owen.
For description, see NES 360.

JWST 361 Sumerian Language and Culture (also NES 361, ARKEO 361)
Spring. 4 credits. D. I. Owen.
For description, see NES 361.

JWST 394 Gender, Sexuality, and the Body in Early Christianity (also NES 394, WOMNS 394, RELST 394)
Spring. 3 credits. K. Haines-Eitzen.
For description, see NES 394.

JWST 400 Seminar in Advanced Hebrew (also NES 400)
Fall. 4 credits. Enrollment limited to 15 students. N. Scharf.
For description, see NES 400.

JWST 401 Topics in Modern Hebrew Literature (also JWST 401)
Spring. 4 credits. D. Starr.
For description, see NES 401.

JWST 408 Jewish Culture and Modernity (also S HUM 408)
Fall. 4 credits. M. Steinberg.
For description, see S HUM 408.

JWST 409 Season of Migration (also SOC H 409, RELST 409)
Fall. 4 credits. S. Toorawa.
For description, see SOC H 409.

JWST 414 History into Fiction: Nazis and the Literary Imagination (also ENGL 404, COM L 404, GERST 414)

Fall. 4 credits. E. Rosenberg.
For description, see ENGL 404.

JWST 420 Readings in the Hebrew Bible (also NES 420, RELST 420)

Fall. 4 credits. R. Brann.
For description, see NES 420.

JWST 446 History of Jews in Modern France (also HIST 417, FR LIT 413)

Fall. 4 credits. V. Caron.
For description, see HIST 417.

JWST 458 Imagining the Holocaust (also JWST 658, ENGL 458/658, GERST 457/657)

Spring. 4 credits. D. Schwarz.
For description, see ENGL 458.

JWST 474 Topics in Modern Europe: Intellectual and Cultural History (also HIST 474, COM L 474)

Fall. 4 credits. D. LaCapra.
For description, see HIST 474.

JWST 491-492 Independent Study—Undergraduate

Fall and spring. Variable credit. Staff.

JWST 499 Independent Study—Honors

Fall and spring. Variable credit. Staff.

JWST 658 Imagining the Holocaust (also JWST 458, ENGL 458/658)

Spring. 4 credits. D. Schwarz.
For description, see ENGL 458/658.

Courses Not offered 2001-2002.

JWST 197 Introduction to the Near Eastern Civilization (also NES 197 and RELST 197)

JWST 123-124 Elementary Biblical Hebrew I & II (also NES 123-124, RELST 123-124)

JWST 223 Introduction to the Bible (also NES 223 and RELST 223)

JWST 224 Introduction to the Bible II (also NES 224, RELST 224)

JWST 227 Introduction to the Prophets (also NES 227 and RELST 227)

JWST 229 Introduction to the New Testament (also NES 229, RELST 229)

JWST 236 Israel: Literature and Society (also NES 236)

JWST 244 Introduction to Ancient Judaism (also NES 244, RELST 244)

JWST 248 Introduction to Classical Jewish History (also RELST 248 and NES 248)

JWST 251 Judaism, Christianity and Islam (also NES 251, RELST 251)

JWST 253 From Medievalism to Modernity: The History of Jews in Early Modern Europe, 1492-1789 (also NES 245, HIST 285)

JWST 255 Women and the Holocaust (also ENGL 252, WOMNS 252)

JWST 261 Ancient Seafaring (also NES 261, ARKEO 275)

JWST 271 Yiddish Linguistics (also LING 241)

JWST 290 History of Zionism and the Birth of Israel (also NES 290, HIST 267)

JWST 299 The Hebrew Bible and the Arabic Qur'an in Comparative Perspective (also NES 299, RELST 299, COM L 299)

JWST 320 Women in the Hebrew Bible (also NES 320)

JWST 323 Reinventing Biblical Narrative Apocrypha and Pseudepigrapha (also NES 323, RELST 323)

JWST 325 Introduction to the Bible—Seminar (also NES 325, RELST 318)

JWST 326 Women in the Hebrew Bible—Seminar (also NES 326, WOMNS 236)

JWST 328 Gnosticism and Early Christianity (also NES 328, RELST 330)

JWST 329 Introduction to the New Testament—Seminar (also NES 329, RELST 329)

JWST 344 The History of Early Christianity (also NES 324, CLASS 344 and RELST 325)

JWST 346 Seminar in Nineteenth-Century Jewish Intellectual History (also NES 347 and RELST 346)

JWST 347 Gender and Judaism (also WOMNS 347, RELST 343, NES 345)

JWST 352 The Transformation of European Jewry (also HIST 389)

JWST 353 History of the Holocaust (also HIST 370)

JWST 363 Society and Law in the Ancient Near East (also NES 363)

JWST 366 The History and Archaeology of the Ancient Near East (also NES 366, ARKEO 366)

JWST 371 A Mediterranean Society and Its Culture: The Jews under Classical Islam (also NES 371, RELST 371, COM L 371)

JWST 418 Exploring the Israeli Folksong (also S HUM 418, MUSIC 418)

JWST 421 Readings in Biblical Hebrew Poetry (also NES 421, RELST 421)

JWST 428 Medieval Hebrew Biblical Exegesis (also NES 428, NES 624 and RELST 428)

JWST 435 Aramaic (also NES 435)

JWST 442 German Jewish Culture: From the Enlightenment to the Present (also GERST 442 and S HUM 442)

JWST 449 Rescreening the Holocaust (also GERST 449, COM L 453, THETR 450)

JWST 454 Anti-Semitism and the Crisis of Modernity: From the Enlightenment to the Holocaust (also HIST 435)

JWST 474 Topics in Modern European Intellectual and Cultural History (also HIST 474)

JWST 478 Jewish-American Writing (also ENGL 479 and AM ST 479)

JWST 494 Studies in the Novel: Reading Joyce's *Ulysses* (also ENGL 470)

JWST 623 Encounters with the Dead (also JWST 323, ITAL 323/623, COML 323/623)

JWST 639 Islamic Spain: Culture and Society (also NES 339/639, JWST 339, RELST 334, SPAN L 339/699, COM L 334)

JWST 694 Joyce's *Ulysses* and the Modern Tradition (also ENGL 670)

John S. Knight Institute for Writing in the Disciplines

The director of the John S. Knight Institute is Jonathan Monroe, associate dean of the College of Arts and Sciences, professor in the Department of Comparative Literature, and George Elliott Reed Professor of Writing and Rhetoric. Katherine Gottschalk, senior lecturer in the Department of English, is the Walter C. Teagle Director of First-Year Writing Seminars. The Institute's offices are in 159 Goldwin Smith Hall, 255-4061.

M. Gilliland (Writing Workshop), K. Hjortshøj (Writing in the Majors), S. Donatelli (Sophomore Writing Seminars), B. LeGendre (Writing Workshop), J. Martin (Writing Workshop), J. Pierpont (Writing Workshop), E. Shapiro, (Writing Workshop).

The John S. Knight Institute helps to coordinate the teaching of writing for undergraduates in six of the university's schools and colleges (the School of Industrial and Labor Relations and the colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Arts and Sciences; Engineering; and Human Ecology). The program administers writing seminars for first-year and upperclass students, tutorial writing classes, and seminars in the teaching of writing. More than thirty academic departments and programs participate in the program.

First-Year Writing Seminars

For first-year students the Institute offers the first-year writing seminars—more than 125 different courses in the humanities, social sciences, expressive arts, and sciences. Through introductory work in a particular field of study, seminars help students write good English expository prose—prose that, at its best, is characterized by clarity, coherence, intellectual force, and stylistic control. All seminars pursue this common aim through small classes, with a maximum of 17 students, and adherence to a program-wide set of guidelines:

- Seminars require at least six—and at most 12—formal essays on new topics. (While these assignments should total about 30 pages, some of the 30-page total may include major drafts which receive commentary from the instructor and are later significantly revised.) Assignments form a logical sequence.
- At least three of the 6-12 required essays are developed through several stages of revised drafts under the instructor's guidance. Guidance may include, in addition to written commentary on drafts, individual conferences, in-class group work, peer commentary, reading responses, journals, and so on.
- Ample classroom time is spent on work directly related to writing.
- Reading assignments in the course subject are kept under 75 pages per week to permit regular, concentrated work on writing.
- All students meet in at least two individual conferences with the instructor.

Offerings change from semester to semester. Each term's first-year writing seminars are described in a brochure available from college registrars in the fall and on the web in the spring.

To ensure that students will enjoy the benefits of small writing classes, first-year writing seminars are limited to no more than 17 students. Instead of pre-enrolling in their writing courses, students request placement in one of five writing seminars by filling out ballots available from their college registrars in the fall and on the web in the spring. Over 90 percent receive one of their top three choices. Students may change their writing seminars each semester at the First-Year Writing Seminar Exchange. Changes can also be made at special First-Year Writing Seminar add/drop

sessions held during the first two weeks of each semester.

The colleges and the school served by the Institute accept first-year writing seminars in fulfillment of their individual graduation requirements in categories referred to variously as "first-year writing," "oral and written expression," and the like. The Institute does not decide whether students may graduate: it makes courses available. Individual colleges and schools administer their own graduation requirements.

Currently, most undergraduate students are required to take two first-year writing seminars. Architecture majors, however, need only one. Hotel students fulfill their requirement through H ADM 165, which should be taken with H ADM 265 during the first two semesters at Cornell. Agriculture and Life Sciences students can take first-year writing seminars or choose from among a variety of other courses to fulfill their requirement.

All students who score "4" or "5" on the Princeton Advanced Placement Examination in English receive three credits. Such credits are awarded automatically; no application to the John S. Knight Institute or the Department of English is necessary. How these credits may be applied to first-year writing or other distribution requirements depends on the student's college and score. All students who score "5," except Architecture majors, may apply their three credits towards the writing requirements of their college. Of students who score "4," only Agriculture and Life Sciences students and Industrial and Labor Relations students may apply their three credits toward the writing requirements of their college. Students should always consult their college registrars to be certain that they understand their writing requirements.

Students who have already taken a first-year writing seminar, or who score "4" or "5" on the Princeton AP exam, or "700" or better on the English Composition or CEEB tests, may enroll, space permitting, in the following upper-level first-year writing seminars: ENGL 270, 271, or 272.

Although there are no exemptions from college writing requirements, some students may fulfill all or part of their college's writing requirement through transfer credits or writing-course substitutions.

For work done at other institutions to be accepted as equivalent to first-year writing seminars, students should demonstrate that they have done a reasonably equivalent amount of writing in a formal course. (It is not sufficient to write, for example, one 30-page term paper.) Students in the College of Engineering and the College of Arts and Sciences must file an "application for transfer evaluation" to request writing credit for such courses; students in other colleges should consult their college registrars.

In unusual circumstances, upper-level students may petition to use a Cornell writing course other than a first-year writing seminar to satisfy part of their writing requirement. The John S. Knight Institute must approve all such petitions in advance.

For information about the requirements for first-year writing seminars and descriptions of seminar offerings, consult the John S. Knight Institute brochure, available from college registrars in August for the fall term and on the web in late October for the spring term.

English 288-289: Expository Writing

English 288-289, "Expository Writing," helps students write with more confidence and skill in all disciplines. Open to Cornell sophomores, juniors, and seniors, ENGL 288-289 courses explore themes shaped by a genre or use of expository writing, by the common concerns of several disciplines, or by an interdisciplinary topic intimately related to the written medium. Although English department instructors make up roughly half the staff, the Knight Institute's involvement enables the course to extend and diversify its offerings in separately defined, 16-member sections that appeal to the varied interests and needs of students in many areas of study. Students may choose among a variety of sections focusing on such themes as "Minding the Body," "The Essay: Personal to Public," "Issues, Audiences, and Ourselves," "Reading the News, Understanding the Media," and "Myths of the City." All staff are selected because their special interests and their training and experience in First-Year Writing Seminars promise original course design and superior performance.

Sophomore Writing Seminars

In the spring of 2002 the Knight Institute will launch the first set of courses in its Sophomore Seminars initiative, a distinctive new tier of electives sponsored by the Institute that will involve a wide range of disciplines across the Arts College and the University. Building on the introductory exposure to discipline-specific approaches to writing gained by students in their two required First-Year Writing Seminars, Sophomore Seminars will offer students the opportunity to benefit from early mentoring experiences in small, faculty-taught classes that will help them prepare for the more advanced, increasingly specialized work in which they will be engaged in their chosen fields as juniors and seniors. With a limited enrollment of 15 students per class, each Sophomore Seminar is intended to serve as a gateway course to a particular major within an expressly interdisciplinary context. The first five Sophomore Seminars will be offered in spring 2002. Additional seminars will be offered each year, with a total of 30 seminars annually by 2006.

Writing in the Majors

Spanning the humanities, social sciences, and sciences, the Knight Institute's upper-level, Writing in the Majors courses do not satisfy formal writing requirements, and faculty participation is entirely voluntary. While all Writing in the Majors courses include extensive writing, usually with guided revision, they also emphasize other forms of active, interactive learning essential to scholarship and careers in the disciplines. Writing in the Majors initiatives have included individual and collaborative research projects, collaborative writing, oral presentations, group oral exams, field studies, authentic student-designed laboratory experiments, debates, analytical and critical reading exercises, topical symposia, conversation groups, student-led discussions, poster sessions, and many kinds of informal writing, including on-line exchanges. Varying radically in design and size, from enrollments of fewer than 10 students to more than 300, Writing in the Majors courses over the past twelve years have involved collaboration with 100 faculty members and more than 140 graduate

teaching assistants to enrich learning in 63 upper-level courses offered in 22 departments.

Teaching Writing

Each summer and fall, the Institute offers instruction in the teaching of writing to new staff members in the first-year writing seminars and other interested instructors. Teaching Writing, offered in the summer or fall, is primarily a course for graduate students. The program also sponsors a summer apprenticeship program for a limited number of graduate students, and a summer seminar for faculty members interested in the teaching of writing.

WRIT 700 Teaching Writing

Summer and fall. 1 credit. S-U grade only. Teaching Writing introduces new instructors of Cornell's First-Year Writing Seminars to the challenges of teaching writing in courses that both introduce students to particular fields of study and develop the sophisticated writing skills students will need throughout their undergraduate careers and beyond. An overview of methodologies involved in the teaching of writing within a disciplinary context is provided by readings representing a range of pedagogical theories and practices, seminar discussions, and presentations of faculty, visiting scholars in the field, and experienced TAs. Participants in the course prepare written assignments designed to prepare them for the actual work of their First-Year Writing Seminars. In addition, written critiques and explanatory rationales of those assignments provide an opportunity for reflection on the methods chosen and on the principles underlying them.

Writing Workshop

The John S. Knight Institute offers "An Introduction to Writing in the University" for first-year students (or transfer students needing writing credit) through the Writing Workshop. This course is designed for students who have had little training in composition or who have serious difficulty with writing assignments.

WRIT 137 and 138 are graded S-U only, and students receiving a grade of S are granted credit toward their college writing requirements. Students who think this course might be appropriate, including non-native speakers of English scoring less than 600 on the Test of English as a Foreign Language (TOEFL), should attend the assessment sessions offered by the Writing Workshop during orientation week each fall. The Workshop also offers a Walk-In Service (see below) to help students work on writing assignments. The director is Joe Martin, senior lecturer in the Writing Workshop. The Workshop offices are in 174 Rockefeller Hall, 255-6349.

The Walk-In Service

Through the Walk-In Service, the Writing Workshop offers tutoring assistance in writing to any student who needs help with a writing project. The Walk-In Service has tutors available during the academic year in 174 Rockefeller and north- and west-campus residential areas. The director is Mary Gilliland. For information contact the Writing Workshop, 174 Rockefeller Hall, 255-6349.

WRIT 137-138, 134 An Introduction to Writing in the University

137, fall; 138, spring; 134, summer. 3 credits each term. Each section limited to 12 students in the fall and spring, 6 students in the summer. S-U grades only. Prerequisite: permission of instructor.

This writing seminar is designed for students who need more focused attention to master the expectations of academic writing. The course emphasizes the analytic and argumentative writing and critical reading essential for university-level work. With small classes and weekly student/teacher conferences, each section is shaped to respond to the needs of students in that particular class.

WRIT 139-239 Special Topics in Writing

Fall, spring. 139, undergraduate students only; 239, graduate students only. 3 credits. S-U grades only. Cannot fulfill any writing or distribution requirements.

Prerequisite: permission of instructor.

These courses allow students the opportunity to resolve significant writing challenges that have interfered with their academic progress. Students must have ongoing writing projects on which to work. Instruction is in weekly tutorials. Interested students should come to 174 Rockefeller for more information.

Latin American Studies

190 Uris Hall

B. J. Isbell, director; M. J. Dudley, associate director; L. Benería, R. Blake, D. Block, D. Castillo, C. Castillo-Chávez, M. L. Cook, D. Cruz de Jesús, T. Davis, E. Dozier, B. Deutsch-Lynch, G. Fields, M. A. Garcés, M.C. García, W. Goldsmith, J. Haas, J.-P. Habicht, J. Henderson, Z. Iguina, S. Jackson, T. Jordan, J. Kronik, S. Kyle, D. R. Lee, L. Morató, J. Oliveira, K. O'Neill, J. E. Paz-Soldán, G. Pelto, J. Piedra, A. Power, E. Rodríguez, M. Roldan, J. Routier-Pucci, D. Sanjur, V. Santiago, H. Schamis, R. Sierra, M. Stycos, M. J. Stycos, M. Suñer, D. Thurston, T. Turner, H. Vélez.

The Latin American Studies Program encourages and coordinates faculty and student interests in Latin America. A variety of special lectures, films, and seminars supplement the regular course offerings. Graduate students may pursue a minor in Latin American Studies, while majoring in the field of their choice.

Undergraduate Concentration

Undergraduate students may fulfill a Latin American Studies Concentration by completing a minimum of 15 credits in Latin American Studies courses combined with language proficiency in Quechua, Spanish, or Portuguese. Latin American courses are offered in the College of Agriculture and Life Sciences; the College of Architecture, Art, and Planning; the College of Arts and Sciences; the College of Human Ecology; the School of Hotel Administration; and the School of Industrial and Labor Relations.

For further information and a current course listing, students should contact the program office at 255-3345, or visit 190 Uris Hall.

Latin American Studies Core Courses

It is strongly recommended that undergraduate concentrators take the interdisciplinary core course, SPANL 320/LASP 301 Perspectives on Latin America.

Particular attention is drawn to the following courses that students have taken in the past to complete requirements for the undergraduate concentration or the graduate minor. Other courses may be substituted with the approval of the adviser.

ANTHR

- 204 Ancient Civilizations
- 333 Ethnology of the Andean Region
- 355 Archaeology of Mexico and Central America
- 382 Latin America: An Anthropological Perspective
- 433 Andean Ethnology Thought and Culture
- 456 Mesoamerican Religion, Science, and History
- 485/685 Mothers, Priests, Rebels and Indian Chiefs: New Social Movements in Latin America
- 487 Field Research Abroad—Cornell-Honduras Program
- 499 The Amazonian Imagination: Reflections on the Savage State
- 637 Social Movements, Human Rights and Democracy in Latin America
- 638 Contemporary Gender Issues in the Americas
- 656 Maya History

ARKEO

- 355 Archaeology of Mexico and Central America

AS&RC

- 451 Politics and Social Change in the Caribbean
- 455 Caribbean Literature
- 530 Womanist Writing Africa and Caribbean

COM L

- 482 Latin American Woman Writers

CRP

- 371 Cuba: The Search for Development Alternatives
- 453 Environmental Aspects of International Planning
- 395/679 Latin American Cities
- 616 Globalization and Development
- 670 Regional Planning and Development in Developing Nations
- 671 Seminar in International Studies and Planning

ECON

- 425 Economic History of Latin America
- 468 Economic Problems of Latin America
- 748 Issues in Latin American Development

ENGL

- 243 Poetry & Politics in the Americas
- 676 Testimonio (Testimonial Narrative) in the Americas

GOVT

- 340 Latin American Politics

- 430 Democracy, Power, and Economic Reform: Cross-Regional Perspectives
- 433 Politics of Economic Liberalization in the Developing World
- 448 The Quality of Democracy in Latin America

- 631 Comparative Labor Movements in Latin America

- 638 Latin American Political Economy

H ADM

- 455 Ecotourism and Sustainable Development
- 496 Latin American Hotel Development Seminar

HIST

- 202 Comparative Migration in the Americas
- 206 Modern Mexico
- 216 Gender and Colonization in Latin America
- 249 Race and Class in Latin American History
- 295 Colonial Latin America
- 296 Modern Latin America
- 323 Mexico: From Empire to Nation
- 347 Agrarian Societies in Latin American History
- 348 Contemporary Brazil
- 418 Agrarian History
- 423 Chronicles of the Conquest of Latin America
- 424 Art and Politics in Twentieth-Century Latin America
- 438 History's Margin: Frontiers and Borders in Comparative Perspective
- 445/645 Prostitutes and Patriots: The Urban Construction of Citizenship in Latin American History
- 449 Race and Class in Latin American History
- 470 Violence, Nation, Myth: The Americas 1790-1940
- 475 Bandits, Deviants and Rebels

ILR

- 304 Comparative North American Labor History: Mexico, Canada, and the U.S. in the 20th Century
- 332 Labor in Developing Economies
- 339 The Political Economy of Mexico
- 631 Comparative Labor Movements Latin America
- 638 Labor, Free Trade, and Economic Integration in the Americas
- 731 The Transformation of Industrial Relations in Latin America
- 739 Political Economy of Mexico

INTAG

- 402 Agriculture in Tropical America
- 403 Traditional Agriculture in Developing Nations

NBA

- 590 Business in Latin America

PORT

- 121-122 Elementary Portuguese
 209-219 Intermediate Composition
 303-304 Advanced Portuguese Composition and Conversation
 319 Readings in Luso-Brazilian Literature

QUECH

- 121-122 Elementary Quechua
 136 Quechua Writing Lab
 209-219 Continuing Quechua
 300 Independent Quechua (Directed Studies)

S HUM

- 401 Alternative Modernities: The Latin American City
 419 Tourism in Cuba and Puerto Rico

SPANL

- 218 Introduction to Hispanic Literature
 300 Gender and Sexuality in Latin America
 301 Hispanic Theater Production
 313 Creative Writing Workshop (in Spanish)
 315 Renaissance Hispanism: Spain and the Americas
 317 Readings in Colonial Spanish-American Literature
 318 Readings in Modern Spanish-American Literature
 320 Perspectives on Latin America
 332 Modern Drama in Spanish America
 345 Contemporary Spanish-American Novel
 346 Hispanic Caribbean Culture and Literature
 347 Spanish America in Black and White
 348 Cuban Literature
 350 Literature of Conquest
 374 Caribbean Popular Culture
 376 Studies in the Spanish and Latin American Essay
 379 Colonial Spanish American Literature
 381 Fin de Siglo
 384 Literature and Revolution
 390 The Fiction of Manuel Puig
 394 Trans-Atlantic Renaissance
 395 Modern/Contemporary Andean Literature
 398 Post-Revolutionary Mexican Novel
 402 Latin American Feminisms
 403 After Immigration
 450 Literature of Conquest
 479 Colonial Spanish-American Literature: Voices of the Colonized
 480 Latin American Cultural Theory
 483 Macondo/McOndo: Our Fin de Siglo?
 487 Borges

- 492 Latin American Women Writers
 494 Maricoteria/Queer Theory
 495 Gabriel García Márquez
 625 Latin American Literature & Mass Media
 639 Special Topics in Latin American Literature
 690 Hispanic Feminisms
 698 The Latin American "Boom"

SPANR

- 200 Spanish for English/Spanish Bilinguals
 207 Intermediate Spanish for the Medical and Health Professions
 209-219 Intermediate Spanish Composition and Conversation I & II
 300 Directed Studies. Extra credit for ANTHR 333 and CRP 371
 310 Advanced Spanish Conversation and Pronunciation
 311-312 Advanced Composition and Conversation I & II
 366 Spanish in the United States
 407 Applied Linguistics: Spanish
 408 The Grammatical Structure of Spanish
 630 Spanish for Reading

Latino Studies Program

434 Rockefeller Hall

The Latino Studies Program is an interdisciplinary academic program that focuses on the contributions, concerns, and welfare of those persons of Latino origin who reside in the United States. It includes support for historical, linguistic, literary, social, economic, and political studies of this diverse group of Americans. To this end the program objectives are (1) to expand the available course curriculum by providing both undergraduate and graduate courses pertaining to Latino subject matters; (2) to enlarge the size of the Latino faculty at Cornell through permanent appointments visiting scholars, and post-doctoral fellowships; and (3) to enhance the academic environment on campus through support of such activities as lectures, conferences, seminars, exhibits, and research activities.

Undergraduate Concentration

The Latino Studies Program offers an undergraduate concentration in Latino Studies which consists of an interdisciplinary course of study primarily in history, sociology, anthropology, literature and language. To complete the concentration, students must take at least five courses (minimum total of 15 credits) in Latino Studies, including "Latinos in the United States" (LSP 201/SOC 265) offered each spring semester. Students are required to include at least two courses at the 300 or 400 levels. Students who are interested in the concentration must meet with the LSP adviser, senior lecturer Loretta Carrillo, and file an application with the Latino Studies Program office by the beginning of their junior year. A maximum of one independent study, which requires the approval of the LSP adviser, will be accepted to fulfill the requirements of the

concentration. The FWS does not count towards fulfilling concentration requirements.

Graduate Minor

Students wishing to complete a graduate minor in Latino Studies need to formally register with the Latino Studies Program office, take an upper level seminar (400/600) tentatively entitled "Introduction to Latino Studies: History and Methodologies," and work intensively with a faculty member outside of their major field. Over the course of their study they will be expected to take two other Latino Studies graduate or advanced undergraduate courses outside of their major field. In lieu of available courses, the student and his or her minor field adviser may design a special project that culminates in a paper given at a conference or presented for publication. Each special project requires the approval of the director of graduate studies for the minor field. In addition, graduate students will participate in the annual Latino Studies Colloquium. Upon completion of the minor, students receive a Certificate from the program. Students wishing to pursue the Graduate Minor Field in Latino Studies must file an application at the Latino Studies Program, 434 Rockefeller Hall.

Library

The Latino Studies Program Resource Center in 432 Rockefeller Hall serves Cornell students, faculty, staff, and the wider local community. The Resource Center maintains print and media material pertinent to U.S. Latino issues and also provides a meeting space for more than 25 Latino student organizations.

Courses**LSP 100 Introduction to World Music: Africa and the Americas (also MUSIC 103)**

Spring. 3 credits. 1 hour discussion to be arranged. S. Pond.
 Exploration of folk, popular, and traditional genres of the Western Hemisphere, particularly the African diaspora. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments are major components of the course.

[LSP 110 Introduction to American Studies: New Approaches to Understanding American Diversity: The Twentieth Century (also AM ST 110 And HIST 111)]

4 credits. Not offered 2001-2002.
 M. C. Garcia.

This course examines American national life in the twentieth century and asks questions about the changing meaning of national identity. What does it mean to be an American in the twentieth century? What does it mean to assimilate? Can one assimilate structurally and yet maintain a distinct cultural identity? In what ways do racial and ethnic perceptions structure political, economic, and cultural life? This is a team-taught interdisciplinary course in which students analyze historical, literary, and cultural evidence in exploring these and other issues.]

LSP 201 Latinos in the United States (also SOC 265 and RSOC 265)

Spring. 4 credits variable. T-R 2:55-4:10.
 H. Velez.
 Exploration and analysis of the Hispanic experience in the United States. An examina-

tion of sociohistorical background and economic, psychological, and political factors that converge to shape a Latino group identity in the United States. Perspectives are suggested and developed for understanding Hispanic migrations, the plight of Latinos in urban and rural areas, and the unique problems faced by the diverse Latino groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

LSP 202 Spanish for English/Spanish Bilinguals (also SPANR 200)

Fall and spring, 3 credits. T R 11:40-12:55. N. Maldonado-Mendez.

A course designed to expand bilingual student's knowledge of Spanish providing them with ample opportunities to develop and improve each of the basic language skills.

[LSP 203 Comparative Migration to the Americas (also HIST 202 and AM ST 204)]

4 credits. Not offered 2001-2002. M. C. Garcia.

This seminar examines migration both within and to the Americas in the nineteenth and twentieth centuries. Topics discussed include the reasons for population movements; immigration policies; social, economic, and political accommodation; nativist and restrictionist responses; and women and migration, remittances, and transnationalism. Among the immigrant-receiving nations studied are Argentina, Brazil, Canada, Cuba, Mexico, and the United States.]

LSP 219 Mexican Immigration to the United States (also HIST 219, AM ST 219, LASP 215)

Fall, 4 credits. T-R 1:25-2:40. J. Cárdenas. This seminar course explores the historical and contemporary conditions and expressions of Mexican immigrants in the twentieth-century. We discuss issues such as: the history of the Southwest; historical ideologies and theories of immigration and national identity; socio-economic conditions; cultural displays of identity; the politics of Mexican immigration and activism; adaptation and resistance of Mexican immigrants and their children to "mainstream" culture; economic and social policies and their effects upon the Mexican immigrant communities; and trans-national identities and globalization.

LSP 220 Sociology of Health and Ethnic Minorities (also R SOC 220)

Fall, 3 credits. T-R 10:10-11:25. P. Parra. Discusses the health status of minorities in the United States. Specifically, we explore intragroup diversity such as migration, economic status, and the influence of culture and the environment on health status and access to health care. Although special attention is given to Latino populations, discussion encompasses other minorities who face similar problems.

[LSP 221 Anthropological Representation: Ethnographies on Latino Culture (also AM ST 221, ANTHRO 221)]

3 credits. Not offered 2001-2002. V. Santiago-Irizarry.

Representation is basic to anthropology. In translating cultures, anthropologists produce authoritative representations of and about other people's lives. In this course, we examine with a critical eye, the production of representations about U.S. Latino cultures, as they are embodied in anthropological texts. Issues explored include the relation between

the ethnographer and the people he or she is studying, the contexts in which ethnographic texts are produced, and the way they may position different cultural groups within the larger national context.]

[LSP 240 Survey in U.S. Latino Literature (also ENGL 240)]

4 credits. Not offered 2001-2002. M. P. Brady.]

LSP 246 Contemporary Narratives by Latina Writers (also SPANL 246, WOMNS 246)

Fall, 3 credits. T-TH 1:25-2:40. L. Carrillo. This course offers a survey of narratives by representative Latina writers of various Latino ethnic groups in the United States including Chicana, Chilean, Cuban, Dominican, and Puerto Rican. We investigate the parallel development of a Latina perspective on personal, social and cultural issues alongside that of the U.S. ethnic liberation/revitalization movements of the 1960s through to contemporary feminist activism and women of color movements. We investigate these works as artistic attempts to deal with such issues as culture, language and bilingualism, family, gender, sexuality, and domesticity. We account for regional distinctions and contributions. Readings include works by Julia Alvarez, Gloria Anzaldúa, Elena Castedo, Ana Castillo, Denise Chávez, Sandra Cisneros, Judith Ortiz Cofer, Cristina García, Nora Gluckman, Nicholasa Mohr, Cherrie Moraga, Archy Obejas, Esmeralda Santiago, Ana Lydia Vega, and Helena María Viramontes.

[LSP 260 Introduction to U.S. Latino History, Part I (also HIST 260, AM ST 259)]

4 credits. Not offered 2001-2002. M. C. Garcia.]

LSP 261 Introduction to U.S. Latino History, Part II (also HIST/AM ST 261)

Spring, 4 credits. T R 1:25-2:40. M. C. Garcia.

This course, part II of a two-semester sequence, introduces students to the history of Latinos in the United States. In LSP/HIST/AM ST 261 we focus on Puerto Ricans, Cubans, and the Dominicans in the United States. (LSP/HIST 260; AM ST 259 focuses on Mexican Americans/Chicanos and Central Americans). Among the topics addressed are: historical immigration patterns and reasons for migration; the social and political events that shaped the evolution of these communities; the role of cultural identity, race, class, and gender in shaping experience; and the intersection of U.S. foreign policy and immigration policy.

[LSP 300 Latina Activism Feminist Theory]

4 credits. Not offered 2001-2002.

This course examines the ways in which Latinas have participated as actors and subjects in various twentieth-century social and political struggles. Using different moments of participation as a point of departure, students then interrogate the feminist theories that have emerged in relation to these struggles. Through analyzing both the struggles and the attendant theories, the class maps out how "Latina" as a salient, ever-changing political, social, and cultural category is still being constructed and, thus, provides us a window onto the interplay between theory and history.]

[LSP 306 Latino Politics in the United States (also GOVT 306)]

Not offered 2001-2002.]

LSP 319 Minority Politics in the United States (also GOVT 319)

Spring, 4 credits. T R 1:25-2:40. M. Jones-Correa.

In 1965 the landscape of American politics changed dramatically with the passage of the Voting Rights Act. That same year, Congress passed the Immigration Reform Act, which though little heralded at the time, arguably has had equally profound effects. This course provides a general survey of minority politics in the United States, focusing on the effects of these two key pieces of legislation. The course highlights the relationships between immigrants and minorities, electoral politics and protest politics, and between cooperation and competition within and among minority groups. The purpose of the course is not only to pinpoint the similarities and differences in the agendas and strategies adopted by minority groups, but to indicate the interaction between "minority" politics and American politics as a whole.

LSP 366 Spanish in the United States (also LING 366 and SPANR 366)

Fall, 4 credits. Prerequisite: some knowledge of Spanish. T-R 10:10-11:25. M. Suner.

This course provides an examination of major Spanish dialects in the United States from a linguistic perspective. Contrast is made to the standard language. Topics include borrowing, interference, and code switching. Special emphasis is on syntactic, morphological, and phonological characteristics.

LSP 377 The United States (also ANTHR/AM ST 377)

Fall, 4 credits. T R 11:40-12:55. V. Santiago-Irizarry.

The anthropological inquiry into one's culture is never a neutral exercise. This course explores issues in the cultural construction of the United States as a "pluralistic" society. We look at the ideological context for the production of a cultural profile predicated upon ideas that are intrinsic to American images of identity such as individualism, freedom, and equality and the way these are applied in practice. The course readings include historic documents and accounts, popular writings, and recent ethnographies on the United States.

[LSP 396 U.S. Latino Prose Fiction (also SPANL 396)]

4 credits. Conducted in Spanish. Not offered 2001-2002. D. Castillo.]

[LSP 400 Border Cultures]

4 credits. Not offered 2001-2002.

This course centers "the border" as a physical, spatial, and cultural entity, taking as its starting point the belief that it is "not just a place on the map," as Adrienne Rich has suggested, but also "a place in history." In examining this "place," we focus on exploring the border as a site of transformative possibilities, one which opens up, complicates, and makes visible certain social tensions and intercultural exchanges. Throughout the semester we investigate several different aspects and moments of this exchange, beginning with a set of theoretical and conceptual readings that outline the themes guiding our approach to "the border." Primary emphasis is given to works that examine these issues in historical time and space.]

LSP 403 After Immigration (also S HUM 403, SPAN L 403)

Spring. 4 credits. R 2:30–4:25. D. Castillo. Beginning with a close reading of Michael Jones-Correa's seminal study of Latinos in New York, *Between Two Nations*, we focus class discussion on recent Latin American immigration to the United States through two complementary perspectives and mediations on the immigrant experience: that of the individuals who have arrived in the U.S., and that of individuals who have chosen to remain in the countries of origin. The class studies films like *Neuwa Yol* and *Jardin de Edén*, Latin American authors like Carlos Fuentes, Ana Lydia Vega, and Ariel Dorfman, and U.S. Latinos like Julia Alvarez, Francisco Goldman, and Cristina Garcia. Students are encouraged to do individually-tailored research projects that may include autobiographical or ethnographic elements as well as literary analysis and theoretical inquiries.

[LSP 406 The Immigrant City: 1900–2000 (also S HUM 406, AM ST 406, HIST 412)]

4 credits. Not offered 2001–2002.
M. C. Garcia.]

LSP 420/421 Independent Study

Fall and spring. 2–4 credits. Permission of instructor.
Guided independent study.

[LSP 462 Between Aztlan and Queens: Latina Culture in the Making of Space (also ENGL 462)]

4 credits. Not offered 2001–2002.
M. P. Brady.

How do cultural practices like music and film produce space? What do freeways, zoning laws, advertising codes, and hiking trails have to do with literature? How have changing urban demographics and immigration shaped, even "Latinoized," cities, and how have these changes been reflected or restricted in Latino cultural production? How does paying attention to space change our reading practices? This interdisciplinary course examines these questions and explore how place and space shape Latina cultures and how Latina cultures shape place and space. We draw from scholarship in fields such as urban planning, law, architecture, geography, anthropology, literature, and history. Students should plan to do extensive reading, write two to three papers, and produce a substantial research paper.]

LSP 610 Political Identity: Race, Ethnicity, and Nationalism (also GOVT 610)

Fall. 4 credits. W 10:10–12:05.
M. Jones-Correa.

The social sciences generally treat ethnicity, nationalism and race as descriptive categories or variables, while avoiding actually defining these categories, or thinking about how they should be used. How should we go about describing ethnicity, nationalism, and race? Should we treat them as primordial or as social constructions? Much of the recent literature suggests the latter. If constructed, by whom are they constructed (or by what)? What constrains/structures these constructions? What purposes do these constructions serve? Whom do they serve? Are some constructions better representations of identity than others, and what does this mean? How should we go about applying these categories in political analysis?

[LSP 660 Latino Languages, Ideology, and Practice (also ANTHR 660)]

4 credits. Not offered 2001–2002.
V. Santiago-Irizarry.

Cultural identity and citizenship in the United States have often been organized around linguistic difference and the issues this raises in an English-dominant society. Drawing from anthropological theories on language, this course looks at the place of language as a signifying practice in the United States by focusing on the experience of Latino communities. Topics explored include linguistic diversity and change, accommodation and resistance, language maintenance and shift, linguistic ideologies, the production of language hierarchies, and institutional applications of language.]

Law and Society

M. Fineman, co-director, 208 Myron Taylor Hall, 255–2622, fineman@law.mail.cornell.edu; Mary Katzenstein, co-director, M105 McGraw Hall, 255–8965, mfk2@cornell.edu, R. Breiger (sociology), C. Carmichael (comparative literature), D. A. Dunning (psychology), G. Hay (economics), P. Hyams (history), R. Lieberwitz (ILR), R. Miller (philosophy), M. B. Norton (history), R. Polenber (history), D. Powers (Near Eastern studies), J. Rabkin (government), V. Santiago-Irizarry (anthropology), H. Shue (ethics and public life)

The Law and Society Program offers an interdisciplinary concentration for undergraduates who are interested in the law from the perspectives of the social sciences and the humanities: anthropology, comparative literature, economics, government, history, philosophy, psychology, science and technology studies, and sociology. Students who wish to graduate with a concentration in law and society should consult the director of the program or one of the advisers listed above to plan a coherent program of study. Admission to the concentration has to be approved by the director of the program. Such a program should ordinarily include at least four courses from the following list. At least two of the courses should fall outside the student's major. Particular attention is drawn to GOVT 313 and PSYCH 265, which past students have often taken. Other courses may be substituted with the approval of the adviser. The Law and Society Program is an activity of the Program on Ethics and Public Life. Inquiries can be directed to: the EPL Administrative Assistant, 240 Goldwin Smith Hall, 255–8515, epl@cornell.edu.

AM ST 336 Capitalism and Society in Developing America, 1607–1877 (also HIST 336)**ANTHR 328 Conflict, Dispute Resolution, and Law in Cultural Context****ARME 320 Business Law I****ASIAN 338 Democracy and War (also HIST 338)****AS&RC 280 Racism in American Society (also HIST 280)****B&SOC 205 Ethical Issues in Health and Medicine (also S&TS 205)****B&SOC 406 Biotechnology and Law (also S&TS 406)****B&SOC 407 Law, Science, and Public Values (also GOVT 407 and S&TS 407)****B&SOC 427 The Politics of Environmental Protection in American (also GOVT 427, S&TS 427)****COM L 326 Christianity and Judaism (also RELST 326)****COM L 328 Literature of the Old Testament (also RELST 328)****COM L 429 Legal Issues in Business and Electronic Communication****CRP 380 Environmental Politics****CRP 451–551 Environmental Law****ECON 335 Public Finance and Resource Allocation****ECON 336 Public Finance: Resource Allocation and Fiscal Policy****ECON 404 Economics and the Law****GOVT 111 Introduction to American Government and Politics****GOVT 260 Social and Political Theory (also PHIL 260)****GOVT 294 Global Thinking (also PHIL 294)****GOVT 313 The Nature, Functions, and Limits of Law****GOVT 324 Legal Reasoning and Legal Adaptation****GOVT 327 Civil Liberties in the United States****GOVT 328 Constitutional Politics: The United States Supreme Court****GOVT 364 The Selfish Individual and the Modern World****GOVT 389 International Law****GOVT 407 Law, Science, and Public Values (also B&SOC 407 and S&TS 407)****GOVT 410 Legislatures, Courts, and Public Policy****GOVT 428–429 Government and Public Policy: An Introduction to Analysis and Criticism****GOVT 462 Modern Political Philosophy (also PHIL 346)****GOVT 466 Feminism and Gender Discrimination (also WOMNS 466)****GOVT 469 Limiting War (also PHIL 369)****GOVT 474 Community, Nation, and Morality (also PHIL 446)****GOVT 489 International Law and Regime Development****HD 233 Children and the Law****HIST 318 American Constitutional Development****HIST 336 Capitalism and Society in Developing America, 1607–1877 (also AM ST 336)****HIST 338 Democracy and War (also ASIAN 338)****HIST 368 Marriage and Sexuality in Medieval Europe (also WOMNS 368)****HIST 372–652 Introduction to Islamic Law (also NES 351/651, RELST 350)**

- HIST 436 Conflict Resolution in Medieval Europe**
- HIST 440 Undergraduate Seminar in Recent American History**
- HSS 280 Racism in American Society (also AS&RC 280)**
- ILRCB 607 Values in Law, Economics, and Industrial Relations**
- NES 351/651 Introduction to Islamic Law (also HIST 372/652, RELST 350)**
- NES 357 Islamic Law and Society (also RELST 356)**
- NTRES 401 Environmental and Natural Resources Policies**
- PAM 280 Race, Power, and Privilege in the United States**
- PAM 341 Economics of Consumer Law**
- PHIL 145 Contemporary Moral Issues**
- PHIL 241 Ethics**
- PHIL 242 Social and Political Philosophy (by petition for breadth requirement) (also GOVT 260)**
- PHIL 294 Global Thinking (also GOVT 294)**
- PHIL 319 Philosophy of Marx**
- PHIL 342 Law, Society and Morality**
- PHIL 346 Modern Political Philosophy (also GOVT 462)**
- PHIL 369 Limiting War (also GOVT 469)**
- PHIL 444 Contemporary Legal Thought**
- PHIL 446 Topics in Social and Political Philosophy (also GOVT 474)**
- PSYCH 265 Psychology and Law**
- RELST 326 Christianity and Judaism (also COM L 326)**
- RELST 328 Literature of the Old Testament (also COM L 328)**
- RELST 350 Introduction to Islamic Law (also NES 357)**
- RELST 356 Islamic Law and Society (also NES 357)**
- S&TS 406 Biotechnology and Law (also B&SOC 406)**
- S&TS 407 Law, Science, and Public Values (also GOVT 407 and B&SOC 407)**
- S&TS 427 Politics of Environmental Protection in America (also B&SOC 427, GOVT 427)**
- SOC 310 Sociology of War and Peace**
- SOC 354 Law and the Social Order**
- WOMNS 368 Marriage and Sexuality in Medieval Europe (also HIST 368)**
- WOMNS 466 Feminism and Gender Discrimination (also GOVT 466)**

Lesbian, Bisexual, and Gay Studies

B. Anderson, D. Bem, S. Bem, A. Berger, J. Borneman, M. P. Brady, B. Correll, J. Culler, I. DeVault, N. Furman, J. E. Gainor, I. V. Hull, M. Jacobus, K. Jones, M. Katzenstein, T. Loos, K. March, S. McConnell-Ginet, K. McCullough, T. Murray, M. B. Norton, J. Peraino, J. Piedra, R. Savin-Williams, R. Schneider, A. M. Smith, A. Villarejo, R. Weil

The field of Lesbian, Bisexual, and Gay Studies is devoted to the interdisciplinary study of the social construction of sexuality. LBG Studies is founded on the premise that the social organization of sexuality is best studied from the perspectives offered by those positions that have been excluded from established cultural norms.

In addition to offering a graduate minor, the field of LBG Studies now offers an undergraduate concentration, which is administered under the auspices of the Women's Studies Program and which consists of four courses from the list below. Although most of the courses in LBG Studies (including those on men) generally fall under the aegis of the Women's Studies Program and are hence crosslisted with it, not all of the courses in Women's Studies are sufficiently focused enough on the social construction of sexuality per se to be part of the LBG Studies concentration. In order to qualify for the concentration, courses must devote a significant portion of their time to sexuality and to questioning the cultural and historical institution of exclusive heterosexuality. Students selecting their four courses from the LBG Studies subset must identify their concentration as either LBG Studies or Women's Studies; they cannot double-count their credits and thereby use the same courses for both concentrations.

Students interested in the LBG Studies concentration should contact the Lesbian, Bisexual, and Gay Studies Office in 379 Uris Hall.

Courses

- ANTHR 200 Cultural Diversity and Contemporary Issues**
Fall. 3 credits. J. Borneman.
For description, see ANTHR 200.
- ANTHR 321/621 Sex and Gender in Cross-Cultural Perspective (also WOMNS 321/631)**
Fall. 4 credits. D. Doukas.
For descriptions, see ANTHR 321/621.
- [ENGL 278 Queer Fiction (also WOMNS 279)]**
Not offered 2001-2002. E. Hanson.]
- [ENGL 327 Shakespeare: Gender and Society (also WOMNS 327)]**
Not offered 2001-2002. B. Correll.]
- [ENGL 355 Decadence (also WOMNS 355)]**
Not offered 2001-2002. E. Hanson.]
- [ENGL 377 Gay Fiction (also WOMNS 376)]**
Not offered 2001-2002. E. Hanson.]
- [ENGL 395 Video: Art, Theory, Politics (also THETR 395)]**
Not offered 2001-2002. T. Murray.]
- [ENGL 424 Studies in Renaissance Lyric]**
Not offered 2001-2002. B. Correll.]

- [ENGL 608 Seminar in Cultural Studies: Race, Drugs and Gender]**
Not offered 2001-2002. M. P. Brady.]
- [ENGL 654 Queer Theory (also WOMNS 654 and COM L 654)]**
Not offered 2001-2002. E. Hanson.]
- [ENGL 655 Decadence (also WOMNS 656 and COM L 655)]**
Not offered 2001-2002. E. Hanson.]
- [ENGL 660 Cinematic Desire (also AM ST 662 and WOMNS 661)]**
Not offered 2001-2002. E. Hanson.]
- [ENGL 703 Theorizing Film: Race, Nation, and Psychoanalysis (also FRLIT 695)]**
Not offered 2001-2002. T. Murray.]
- [FRLIT 493 French Feminisms (also WOMNS 493)]**
Not offered 2001-2002. N. Furman.]
- [GERST 413 The Women around Freud]**
Not offered 2001-2002. B. Martin.]
- [GERST 614 Gender at the Fin-de-siècle]**
Not offered 2001-2002. B. Martin.]
- GERST 641 The Gay Critic**
Fall. 4 credits. P. Rehberg.
For description, see GERST 641.
- [GOVT 353 Feminist Movements and the State (also WOMNS 353)]**
Not offered 2001-2002. M. Katzenstein.]
- [GOVT 415 Race, Gender, and Organization (also WOMNS 415)]**
Not offered 2001-2002. M. Katzenstein and J. Reppy.]
- [GOVT 467 Radical Democratic Feminisms (also WOMNS 468)]**
Not offered 2001-2002. A. M. Smith.]
- [GOVT 486 Gender, Nationalism, and Conflict (also WOMNS 487)]**
Not offered 2001-2002. M. Katzenstein.]
- [HD 284 Introduction to Sexual Minorities (also WOMNS 285)]**
Not offered 2001-2002. R. Savin-Williams.]
- HD 464 Sexual Minorities and Human Development (also WOMNS 467)**
Spring. 4 credits. R. Savin-Williams.
For description, see HD 464.
- [HIST 378 Topics in U.S. Women's History (also WOMNS 378)]**
Not offered 2001-2002. M. B. Norton.]
- [HIST 480 Gender Adjudicated (also ASIAN 488 and WOMNS 480)]**
4 credits. Not offered 2001-2002. T. Loos.]
- [HIST 626 American Women's History (also WOMNS 626)]**
Not offered 2001-2002. M. B. Norton.]
- [LING 244 Language and Gender (also WOMNS 244)]**
Not offered 2001-2002; next offered fall 2002. S. McConnell-Ginet.]
- [MUSIC 492 Music and Queer Identity (also WOMNS 494)]**
4 credits. Not offered 2001-2002. J. Peraino.]
- [PSYCH 277 Social Construction of Gender (also WOMNS 277)]**
3 credits. Not offered 2001-2002. S. Bem.]

PSYCH 450/650 Gender and Clinical Psychology (also WOMNS 450/650)
Fall. 4 credits.

For description, see PSYCH 450/650.

[SPAN L 384 Literature and Revolution]
Not offered 2001–2002. J. Piedra.]

[SPAN L 400 Maricoteoría/Queer Theory]
Not offered 2001–2002. J. Piedra.]

[THETR 320 Queer Theatre]
Not offered 2001–2002. J. E. Gainor and D. Matson.]

[THETR 336 American Drama and Theatre (also ENGL 336)]
Not offered 2001–2002. J. E. Gainor.]

THETR 339 Theories and Techniques of Twentieth-Century Western Theatre
Spring. 3 credits. R. Schneider.
For description, see THETR 339.

[THETR 436 The Female Dramatic Tradition (also WOMNS 433)]
Not offered 2001–2002. J. E. Gainor.]

[THETR 637 Seminar in Dramatic Theory]
Not offered 2001–2002. R. Schneider.]

WOMNS 211 Introduction to Feminist Theory
Fall. 4 credits. K. McCullough.
For description, see WOMNS 211.

WOMNS 405/605 Domestic Television
Spring. 4 credits. A. Villarejo.
For description, see WOMNS 405/605.

[WOMNS 465 Feminist Theory/Lesbian Theory (also GERST 465 and COM L 465)]
Not offered 2001–2002. A. Villarejo.]

[WOMNS 610 Sexuality and the Politics of Representation (also THETR 610)]
Not offered 2001–2002. A. Villarejo.]

[WOMNS 621 Lesbian, Gay, Bisexual Studies (also GERST 621)]
Not offered 2001–2002. B. Martin.]

Medieval Studies

P. R. Hyams, director; F. M. Ahl, C. M. Arroyo, R. Brann, K. W. Brazell, C. Brittain, E. W. Browne, R. G. Calkins, R. T. Farrell, A. S. Galloway, A. B. Groos, W. E. Harbert, T. D. Hill, J. J. John, C. V. Kaske, W. J. Kennedy, S. MacDonald, M. Migiel, J. M. Najemy, J. A. Peraino, C. A. Peterson, J. R. Piggott, D. S. Powers, S. Senderovich, D. R. Shanzer, S. M. Toorawa, W. Wetherbee (emerita: A. M. Colby-Hall)

Undergraduate Study in Medieval Studies

The "middle" in "Middle Ages" comes from its position between late antiquity and the early modern period, a conception created for European and Western conditions. Our concentration, however, is more properly inclusive and treats a time span from roughly the fifth century into the sixteenth and ranges from Western Europe and the Mediterranean to China and Japan. To discover the vibrant state of medieval studies today, one need only look at the extraordinary range of scholarly, but accessible, web sites that have sprung up all over the Internet. Cornell possesses a wealth of faculty and library resources to introduce students to every corner of the field.

While this concentration provides strong interdisciplinary breadth to majors in classics, any of the modern languages, history, music, philosophy, etc., and is excellent preparation for graduate study in a medieval field, it could complement a science major as well. Many students feel bound to choose their majors with an eye to future careers and earning potential. The program provides encouragement, guidance, and an avenue for intelligent enjoyment of an important part of all our pasts.

This concentration offers something different and extra. Coursework in Medieval Studies enhances the student's enjoyment and understanding of the artistic and material relics of the Middle Ages: Gregorian chant, manuscripts and stained glass windows, Gothic cathedrals, Crusader castles, and picturesque towns cramped within ancient walls. The student will discover the serious realities involved in, and shaped by, Arthurian tales of brave knights and fair ladies, dungeons, dragons, and other marvels. Students can analyze and appreciate the horrors of the Black Death, triumphs in courtly love and pitched battle, swords and scimitars, caliphs and popes, fear of demons and djinns, and the reassuring presence of angels.

The period saw many of the foundational choices that have, for good and ill, made the world what it is today. Many of our current challenges in the fields of law, human rights, attitudes toward power, authority, gender relations, and sexual mores are derived from the ways in which society was formulated a millennium ago. The Medieval Studies Program houses a vital undergraduate association, Quodlibet, that arranges frequent lectures on medieval topics and Readings of prose and poetry in many medieval languages.

Undergraduates who wish to undertake an independent major or concentration in Medieval Studies should consult the director of the program, 259 Goldwin Smith Hall, 255–8545, medievalst@cornell.edu.

The Undergraduate Concentration in Medieval Studies shall consist of five medieval courses (at the 200 level or above) in at least two different disciplines, of which up to two may also count towards the major, and one must come from our list of approved "core courses."

Medieval Languages

Medieval texts (like all others) become most lively and informative when read in the original, and Cornell fortunately offers many courses for students interested in acquiring the relevant skills: Classical Arabic, Medieval Hebrew, Medieval Latin, Classical Chinese, Historical Sino-Japanese (Kambun) 700–1300 and Historical Sino-Japanese 1300–1600, Old English, Middle English, Gothic, Old Saxon, Old High German, Middle High German, Old Norse-Icelandic, Old Irish, Middle Welsh, Old Occitan (Provençal), Old French, Medieval Spanish, Medieval Italian, Old Russian, and Old Church Slavonic.

Some medieval languages require study of a modern language (e.g., French for Old Occitan and Old French) or a classical language (Classical Latin for Medieval Latin) as background. Students interested in a concentration in Medieval Studies should begin the study of a medieval language as

early as possible, so that they may be able to study texts in the original before they graduate. Students are advised to consult the sponsoring departments for information about the prerequisites for various medieval languages.

Graduate Study

The Medieval Studies Program offers both an interdisciplinary and a literary comparative Ph.D. in Medieval Studies. Disciplinary fields of concentration offered within the Field of Medieval Studies are: Medieval Archaeology, Medieval History, Medieval History of Art, Medieval Literature, Medieval Music, Medieval Philology and Linguistics, and Medieval Philosophy. Information about the graduate program in Medieval Studies is contained in the catalog of the Graduate School, in a brochure on Medieval Studies available from the field coordinator, and at "Cornucopia," the program's web site, www.arts.cornell.edu/medieval.

Medieval Studies Courses: Graduate and Undergraduate

Courses in various aspects of Medieval Studies are offered every year in several cooperating departments, including Asian Studies, Classics, Comparative Literature, English, German Studies, History, History of Art, Linguistics, Music, Near Eastern Studies, Philosophy, Romance Studies, Russian Literature, and by the Society for the Humanities. The current year's offerings are:

***ART H 230 Monuments of Medieval Art (also RELST 230)**
Spring. 4 credits. R. G. Calkins.

***ART H 332 Medieval Architecture (also ARCH 382, RELST 332)**
Fall. 4 credits. R. G. Calkins.

***ART H 337 The Medieval Illuminated Book (also RELST 337)**
Fall. 4 credits. R. G. Calkins.

***ART H 531 Problems in Medieval Art and Architecture (also RELST 531)**
Spring. 4 credits. R. G. Calkins.

CHLIT 213 Classical Chinese
Fall. 3 credits. R. McNeal.

CHLIT 307 Readings in Classical Chinese Literature
Fall. 4 credits. D. Warner.

CLASS 331 Goths, Vandals, Franks, and Romans
Fall. 4 credits. D. R. Shanzer.

CLASS 363 Intensive Medieval Latin
Summer. 4 credits. D. R. Shanzer.

CLASS 403 Independent Study—Sanskrit
Fall. Variable credit. C. Minkowski.

ENGL 274 Scottish Literature and Culture
Fall. 3 or 4 credits. H. Shaw and T. Hill.

ENGL 308 Icelandic Family Saga
Fall. 4 credits. T. Hill.

ENGL 311/611 Old English
Fall. 4 credits. R. Farrell.

ENGL 312/612 Beowulf
Spring. 4 credits. T. Hill.

ENGL 319/619 Chaucer
Fall. 4 credits. R. Farrell.

ENGL 321 Spenser and Malory
Spring. 4 credits. C. Kaske.

ENGL 417/617 Early Medieval Archaeology and Literature
Spring. 4 credits. R. Farrell.

ENGL 424/624 Spenser
Fall. 4 credits. C. Kaske.

ENGL 710 Advanced Old English
Spring. 4 credits. T. Hill.

***HIST 262 The Middle Ages: Introduction and Sampler (also RELST 265)**
Spring. 4 credits. P. Hyams.

***HIST 297/597 Japan before 1600 (also ASIAN 297/597)**
Fall. 4 credits. J. Piggott.

***HIST 310 Life, Literature and Power in Late Medieval England (also ENGL 314)**
Fall. 4 credits. P. Hyams and A. Galloway.

HIST 351 Machiavelli (also ITALL 351)
Fall. 4 credits. J. Najemy.

***HIST 360 Early Warfare, East and West**
Fall. 4 credits. C. A. Peterson.

HIST 369 The History of Florence in the Time of the Republic, 1250-1530 (also ITALL 369)
Spring. 4 credits. J. Najemy.

***HIST 447 Crusaders and Chroniclers**
Fall. 4 credits. P. Hyams.

***HIST 468 Love and Sex in the Italian Renaissance**
Spring. 4 credits. J. Najemy.

HIST 490/690 Tales of the Helke (also ASIAN 490/690)
Fall. 4 credits. J. Piggott.

***HIST 492 Undergraduate Seminar: Medieval Chinese History**
Fall. 4 credits. C. A. Peterson.

***HIST 651 Old English Literature in Its Historical Context**
Spring. 4 credits. P. Hyams.

HIST 663 Graduate Seminar in Renaissance History
Fall. 4 credits. J. Najemy.

ITALL 220 Medieval Italy
Spring. 3 credits. M. Migiel.

ITALL 427 Dante's Divine Comedy (also ENGL 607)
Spring. 4 credits. W. Wetherbee.

ITALL 437/637 Italian Renaissance Epic
Fall. 4 credits. M. Migiel.

LING 217 History of the English Language (also ENGL 217)
Fall. 4 credits. W. Harbert.

LING 315-316 Old Norse
315, fall; 316, spring. 4 credits each term.
E. Johannsson.

LING 441 Introduction to German Linguistics (also GERST 441)
Fall. 4 credits. W. Harbert.

LING 661 Old Church Slavonic (also RUSSA 601)
Fall. 4 credits. E. W. Browne.

LING 662 Old Russian Texts (also RUSSA 602)
Spring. 4 credits. E. W. Browne.

LING 671 Comparative Slavic Linguistics (also RUSSA 651)

Fall. 4 credits. E. W. Browne.

MUSIC 681 Seminar in Medieval Music: Medieval Music and Notation
Fall. 4 credits. J. Peraino.

***NES 255 Introduction to Islamic Civilization (also HIST 253, RELST 255)**

Fall. 3 credits. D. Powers.

NES 313 Classical Arabic Texts (also RELST 313)
Fall. 4 credits. D. Powers.

***NES 339 Islamic Spain: Culture and Society (also COM L 334, JWST 339, RELST 334, SPANL 339)**

Fall. 4 credits. R. Brann.

***PHIL 315 Medieval Philosophy**
Spring. 4 credits. S. MacDonald.

PHIL 410 Latin Philosophical Texts
Fall and spring. Variable credit.
S. MacDonald.

SANSK 131 Elementary Sanskrit (also CLASS 131, LING 131)
Fall. 4 credits. C. Minkowski.

***S HUM 401 The Soul in Medieval Culture**
Fall. 4 credits. R. Ziolkowski.

***SPANL 440 Medieval Spanish Literature**
Fall. 4 credits. C. Arroyo.

Modern European Studies Concentration

Susan Tarrow, coordinator

Students from any college may choose an undergraduate concentration in Modern European Studies to complement any major in any college. The purpose of the concentration is to provide a coherent structure for students with an interest in interdisciplinary study in the field of European studies.

The concentration has three tracks: European politics, economics, and society; modern European history; and European culture. The requirements for the concentration are:

1) Competence in at least one modern European language, Romance, Germanic, or Slavic (i.e., completion of a 300-level course or equivalent with a grade of at least B-, or demonstration of an advanced level of competence in an oral proficiency interview test where available).

2) Completion of two interdisciplinary core courses:

GOVT 341/SOC 341: Modern European Society and Politics

Spring 2002. 4 credits. S. G. Tarrow.

COM L 353/HIST 363: European Cultural History 1870-1945

Spring 2002. 4 credits. M. Steinberg.

Under certain conditions, students may be permitted to substitute other courses for those listed above.

3) Completion of one course in modern (post-1789) European history.

4) Two additional courses in any of the three areas, which may include a senior seminar (400 level).

a) Courses in European and comparative politics, anthropology, sociology, women's studies, and related courses in the School of Hotel Administration, the College of Agriculture and Life Sciences, and the School of Industrial and Labor Relations.

b) Courses in modern European history (post-1789).

c) Courses in (post-1789) English and European literatures, comparative literature, semiotics, fine arts, architecture, music, philosophy, film and theatre arts, and women's studies.

Only two courses may be used to satisfy requirements for both the major and the concentration. Courses satisfying the breadth and distribution requirements in the College of Arts and Sciences, however, *may* be applied to the concentration. Students interested in completing a research project under the European Summer Research Program may apply for The Wood Fellowship in their junior year. All concentrators are encouraged to participate in the Language House Program, and to spend a semester or more in a program of study in Europe. Courses taken abroad may be applied to the concentration if they are approved for Cornell credit.

Undergraduates in the College of Arts and Sciences can major in European Studies through the Independent Major or College Scholar programs.

Departmental advisers include: D. Greenwood (anthropology); C. Otto (architecture); L. Abel (College Scholars, Independent Majors); S. Christopherson (CRP); G. Fields (economics); D. Schwarz (English); A. Schwarz (German studies); J. Pontusson (government); J. Weiss (history); C. Rosen (linguistics); M. Suñer (linguistics); N. Zaslaw (music); S. Tarrow (romance studies); G. Shapiro (Russian literature); S. G. Tarrow (sociology); D. Bathrick (theatre, film, dance)

For a list of relevant courses and seminars, and any further information, contact Susan Tarrow, coordinator of the Modern European Studies Concentration, at the Institute for European Studies, 120 Uris Hall (telephone 255-7592, e-mail SRT2@cornell.edu).

Religious Studies

J. M. Law, director; B. Adams, C. M. Arroyo, P. Becker, D. Boucher, R. Brann, R. G. Calkins, C. M. Carmichael, K. Clinton, J. Fajans, D. Fredericksen, D. Gold, S. Greene, K. Haines-Eitzen, J. S. Henderson, T. D. Hill, D. Holmberg, P. R. Hyams, J. J. John, C. V. Kaske, W. J. Kennedy, S. MacDonald, D. Mankin, K. S. March, C. Minkowski, R. L. Moore, D. I. Owen, J. R. Piggott, D. S. Powers, G. Rendsburg, J. S. Rusten, P. S. Sangren, D. R. Shanzer, S. Toorawa, M. Washington

The Religious Studies Program, an academic unit providing a major in the scholarly study of religion through the College of Arts and Sciences, offers a wide variety of courses. In addition to courses addressing with various approaches to and topics in the study of religion, we have integrated curricula within our program for in-depth studies of Judaism, Christianity, the Hindu tradition, and Buddhism. We also offer an increasing number of courses on Islam.

The Religious Studies Program is designed to meet the needs of three classes of students: (1) students planning to pursue advanced degrees in the academic study of religion or allied disciplines or subdisciplines (history of religions, religion and literature, religion and psychology, ethics, theology, area studies, etc.); (2) students seeking courses on topics relating to religion to fulfill distribution requirements; and (3) those students desiring a more systematic exposure to the academic study of religion as a significant component of their liberal arts experience. To all students, our program offers an excellent opportunity to develop a deeper understanding and appreciation of the complex ways in which religious traditions, with their individual, communal, and doctrinal dimensions inform human thought and behavior. The courses offered through our program are built on the established scholarly tradition of the study of religion as an academic, as opposed to confessional, pursuit. Religious traditions are explored in all of their complexity through comparative, contextual (in specific historical or cultural contexts), and thematic studies.

The program also hosts lecture series, conferences, symposia, and periodic social gatherings for faculty and students throughout the academic year to foster a sense of intellectual community among our students and faculty.

The Major in Religious Studies

Signing into the major: To sign into the major in Religious Studies, a student must have completed at least one course in Religious Studies prior to scheduling an appointment with the program director. Here is the process:

- 1) Schedule an appointment with Professor Jane-Marie Law, Director of Religious Studies; please contact her by e-mail: jml16@cornell.edu.
- 2) In addition to a copy of your current Cornell transcript (the informal one you regularly receive is acceptable), please bring to your meeting with Professor Law all of these forms, which are available in the Religious Studies office:
 - a) a completed Religious Studies Major Application Form (available in Rockefeller 182)
 - b) a proposed "Course of Study," which will be used as a guide in your conversation with the director and revised for formal submission to the program upon your entrance as a major
 - c) a College of Arts & Sciences Adviser/Major form which will be signed by the director and your adviser.

Advising in the Religious Studies Program:

Upon entering the major in Religious Studies, a student is assigned a faculty adviser whose area of expertise most closely matches the proposed interest of the student. An up-to-date approved adviser list is available in the Religious Studies office. Please note that not all faculty who cross-list courses with RELST can serve as an RELST adviser. Working closely with one's RELST adviser when selecting courses is an important component of this program, enabling students to fulfill the requirements for the major while creating an integrated and coherent course of study out of

our large number of multidisciplinary course offerings.

To graduate as a major in Religious Studies, a student must (1) complete with letter grades the program's three core courses, RELST 250, Intro to Asian Religions; RELST 251, Intro to Judaism, Christianity, and Islam, and RELST 449, History and Methods of the Academic Study of Religion. (These three core courses can not be waived); and (2) complete with letter grades seven additional courses approved for the major, at least four of them at the 300 level or above. The following specifications of this second requirement are designed to promote breadth (2a) and depth (2b) of study.

(2a) At least four of a major's seven additional courses are to be selected to ensure some familiarity with two (or more in special cases) different religious traditions or phenomena. These courses may be at the introductory or advanced levels, though depth work at the 300 level or above is advised. For example, "Introduction to Asian Religions" (RELST 250) might lead a student to take "Japanese Religions" (RELST 355), and then combine these with two courses on Judaism, "Introduction to Ancient Judaism" (RELST 244) and "Cultural History of Jews of Spain" (RELST 239).

(2b) At least two of these seven additional courses are to be selected to ensure depth of coverage in one religion or one group of closely related religious traditions or phenomena. In the first illustrative case described above, the student might combine "The Religious Traditions of India" with "Tantric Traditions" (RELST 347) or "Indian Devotional Poetry" (RELST 348) to acquire a measure of specialist strength in the religions of India. Alternatively, that student might combine "Introduction to Asian Religions" with one or more courses dealing with Buddhism, such as "Chinese Buddhism" (RELST 357) or "Tibetan Buddhism" (RELST 400), to develop an appropriate depth along a different dimension. No more than one of the courses chosen to meet requirement 2a may be used to satisfy requirement 2b. Routinely, survey courses (which in our program are offered at the 200 level) should be combined with geographically specific offerings at the 300 and 400 level to satisfy this aspect of the requirements.

To engage in the kind of focused study envisioned under 2b, a student will be expected to attain proficiency in a language other than English to gain access to relevant sources, primary or secondary. For example, a knowledge of Greek or Latin might be required for the study of Christianity (as well as Greek or Roman religions); of Hebrew or Aramaic for Judaism; of Arabic for Islam; of Sanskrit or Hindi for Hinduism; or of Sanskrit, Pali, Chinese, or Japanese for Buddhism. In certain cases, nonclassical European languages can be used to fulfill this requirement. Religious phenomena like shamanism or totemism, though less firmly rooted in literary traditions, have generated substantial bodies of important scholarship in French and German, and an undergraduate major concentrating in this area of Religious Studies should be equipped to make independent use of such material. Customarily, courses used to satisfy this foreign language proficiency requirement may not be applied to the course requirements described under 2a and 2b. Choice of language to fulfill this requirement is determined by the student in consultation

with his or her adviser and is decided at the time the student enters the major.

Most courses approved for the major are offered by cooperating departments within the College of Arts and Sciences; a comprehensive up-to-date list of these courses is maintained at the office of the Religious Studies Program, 182 Rockefeller Hall.

Graduating with Honors in Religious Studies:

GENERAL INFORMATION

1. **Eligibility.** 3.0 cumulative average and 3.5 average inside the major with no grade in the major below B-. Program Director notifies eligible candidates during the spring semester of the junior year, or prior to commencement of final year.
2. **Honors Courses.** Candidates must sign into RELST 495 (Senior Honors Essay) for up to eight credits (two courses) for two semesters with variable credit. This two-semester sequence is recommended but not required. After the first term, an R in the transcript indicates that this course (usually for 8 credits) is a yearlong course. When the project is completed at the end of the second semester, the grade recorded counts for all eight credits. (The eight-credit limit is the result of the conviction/belief that earning more than eight credits for a single "piece" of your undergraduate education is unwise.)
3. **Honors Committee—three faculty members.** While you are required to have three faculty members on your committee at the time of the submission of the final draft, we only require that two of them be identified when you submit your proposal. In the event the adviser is on leave, the program will assign a committee member from the list of approved RELST advisers. The three members should be:

- a. The professor who has agreed to work closely with you over the year and to be the supervisor/grader of your project is chair of the committee.
- b. Your Religious Studies major adviser (not optional)
- c. Another knowledgeable faculty member

Sometimes your adviser is the supervisor/chair. If that is the case, you need two additional knowledgeable professors for your committee of three.

Courses Approved for the Major Sponsored by Religious Studies

[RELST 123-124 Elementary Biblical Hebrew I and II (also NES 123-124, JWST 123-124)]

123, fall; 124, spring. 3 credits. Enrollment limited to 17 students. Not offered 2001-2002. Staff.

For description, see NES 123-124.]

[RELST 131 Elementary Pali (also Pali 131-132)]

Fall. 3 credits. Not offered 2001-2002.
Staff.]

[RELST 150 Introduction to American Religion (also SOC 150)]

Fall. 3 credits. Not offered 2001-2002.
P. Becker.]

[RELST 197 Introduction to Near Eastern Civilization (also NES 197, JWST 197)]

Fall. 3 credits. Not offered 2001-2002.
D. Owen.]

[RELST 203 Religion and Family in the U.S. (also SOC 201, R SOC 202)]

Fall. 3 credits. Not offered 2001-2002.
P. Becker.]

[RELST 220 Buddhism in America (also ASIAN 220)]

Winter. 3 credits. J. M. Law.
See ASIAN 220 for description.

[RELST 223 Introduction to the Hebrew Bible I (also NES 223, JWST 223)]

Fall. 3 credits. Not offered 2001-2002.
G. Rendsburg.
For description, see NES 223.]

[RELST 224 Introduction to the Hebrew Bible II (also NES 224, JWST 224)]

Fall. 3 credits. Not offered 2001-2002.
G. Rendsburg.
For description, see NES 224.]

[RELST 227 The Bible and the Literature of the Ancient Near East (also NES 227 and RELST 227)]

Spring. 3 credits. Not offered 2001-2002.
J. Zorn.
See NES 227 for description.]

[RELST 229 Introduction to the New Testament (also NES 229, JWST 229)]

Fall. 3 credits. Not offered 2001-2002.
K. Haines-Eitzen.
For description, see NES 229.]

[RELST 230 Monuments of Medieval Art (also ART H 230)]

Spring. 4 credits. R. G. Calkins.
For description, see ART H 230.

[RELST 237 Greek Religion and Mystery Cults (also CLASS 237)]

Spring. 3 credits. Not offered 2001-2002.
K. Clinton.
For description, see CLASS 237.]

[RELST 239 Cultural History of Jews of Spain (also NES 239, JWST 239, SPAN L 239)]

Spring. 3 credits. Staff.
For description, see NES 239.

[RELST 244 Introduction to Ancient Judaism (also NES 244, JWST 244) @ #]

Spring. 3 credits. Not offered 2001-2002.
G. Rendsburg.
For description, see NES 244.]

[RELST 246 Jewish Mysticism (also NES 246, JWST 246)]

Fall. 3 credits. M. Segol.
See NES 246 for description.

[RELST 250 Introduction to Asian Religions (also ASIAN 250)]

Spring. 3 credits. J. M. Law.
For description, see ASIAN 250.

[RELST 251 Judaism, Christianity, and Islam (also JWST 251, NES 251)]

Fall. 3 credits. Not offered 2001-2002.
R. Brann and K. Haines-Eitzen.
For description, see NES 251.]

[RELST 253 Black Religious Traditions from Slavery to Freedom (also HIST 251, AM ST 251)]

Fall. 4 credits. Not offered 2001-2002.
M. Washington.]

[RELST 254 Muhammad and Mysticism in the Literatures of the Muslim World (also NES 250)]

Spring. 3 credits. Not offered 2001-2002.
S. Toorawa.
For description, see NES 250.]

[RELST 255 Introduction to Islamic Civilization I (also NES 255, HIST 253)]

Fall. 3 credits. D. Powers.
For description, see NES 255.

[RELST 256 Introduction to the Q'uran (also NES 256, JWST 256)]

Spring. 3 credits. S. Toorawa.
See NES 256 for description.

[RELST 262 Religion and Reason (also PHIL 263)]

Spring. 4 credits. S. MacDonald.
For description, see PHIL 263.

[RELST 263 The Earlier Middle Ages (also HIST 263)]

Fall. 4 credits. J. J. John.
For description, see HIST 263.

[RELST 264 Introduction to Biblical History and Archaeology (also NES 263, JWST 263, ARKEO 263)]

Spring. 3 credits. J. Zorn.
For description, see NES 263.

[RELST 265 The Middle Ages: An Introduction (also HIST 262)]

Spring. 4 credits. P. Hyams.

[RELST 277 Meditation in Indian Culture (also ASIAN 277)]

Spring. 3 credits. D. Gold.
For description, see ASIAN 277.

[RELST 290 Buddhism: A Survey (also ASIAN 299)]

Fall. 4 credits. Not offered 2001-2002.
D. Boucher.
For description, see ASIAN 299.]

[RELST 295 Introduction to Christian History (also NES 295, JWST 295, HIST 299)]

Spring. 3 credits. Not offered 2001-2002.
K. Haines-Eitzen.
For description, see NES 295.]

[RELST 299 The Hebrew Bible and the Arabic Qur'an in Comparative Perspective (also NES 299, COM L 299, JWST 299)]

Spring. 3 credits. Not offered 2001-2002.
R. Brann.
For description, see NES 299.]

[RELST 306 Zen Buddhism (also ASIAN 306)]

Spring. 4 credits. J. M. Law.
See ASIAN 306 for description.

[RELST 313 Classical Arabic Texts (also NES 313)]

Fall. 4 credits. D. Powers.
For description, see NES 313.

[RELST 315 Medieval Philosophy (also PHIL 315)]

Spring. 4 credits. Not offered 2001-2002.
S. MacDonald.
For description, see PHIL 315.]

[RELST 318 Introduction to the Hebrew Bible—Seminar]

Fall. 1 credit. Not offered 2001-2002.
G. Rendsburg.
For description, see NES 325.]

[RELST 319 Spenser and Malory (also ENGL 321)]

Spring. 4 credits. C. Kaske.
For description, see ENGL 321.

[RELST 320 Myth, Ritual, and Symbol (also ANTHR 320)]

Spring. 3 or 4 credits. D. Holmberg.
For description, see ANTHR 320.

[RELST 321 Heresy and Orthodoxy in Early Christianity (also NES 321)]

Spring. 4 credits. K. Haines-Eitzen.
For description, see NES 321.

[RELST 322 Magic, Myth, Science, and Religion (also ANTHR 322)]

Fall. 4 credits. Not offered 2001-2002.]

[RELST 323 Reinventing Biblical Narrative Apocrypha and Pseudepigrapha (JWST 323, NES 323)]

Spring. 4 credits. Not offered 2001-2002.
K. Haines-Eitzen.
For description, see NES 323.]

[RELST 326 Christianity and Judaism (also COM L 326)]

Spring. 4 credits. C. M. Carmichael.
For description, see COM L 326.

[RELST 328 Literature of the Old Testament (also COM L 328)]

Fall. 4 credits. C. Carmichael.
For description, see COM L 328.

[RELST 329 Introduction to the New Testament Seminar (also NES 329, JWST 329)]

Fall. 1 credit. Prerequisite: concurrent enrollment in RELST 229 and one year of ancient Greek. Not offered 2001-2002.
K. Haines-Eitzen.
For description, see NES 329.]

[RELST 330 Gnosticism and Early Christianity (also NES 328, JWST 328)]

Spring. 4 credits. Not offered 2001-2002.
K. Haines-Eitzen.
For description, see NES 328.]

[RELST 332 Medieval Architecture (also ART H 332, ARCH 382)]

Fall. 4 credits. R. G. Calkins.

[RELST 333 Greek and Roman Mystery Cults and Early Christianity (also CLASS 333)]

Fall. 4 credits. K. Clinton.

[RELST 334 Islamic Spain: Culture and Society (also NES 339/639, JWST 339, COM L 334, SPAN L 339/639)]

Fall. 4 credits. R. Brann.
For description, see NES 339.

[RELST 336 Prelude to the Italian Renaissance (also ART H 336)]

Fall. 4 credits. Not offered 2001-2002.
R. G. Calkins.
For description, see ART H 336.]

RELST 337 The Medieval Illuminated Book (also ART H 337)

Fall. 4 credits. R. G. Calkins.

[RELST 339 Power, Piety, and Medieval Art (also ART H 330)]Fall. 4 credits. Not offered 2001–2002.
L. Jones.

For description, see ART H 330.]

[RELST 340 Byzantine Theocracy: Fourth to Eighth Century (also CLASS 335)]Fall. 3 credits. Not offered 2001–2002.
S. Wessel.

For description, see CLASS 335.]

[RELST 345 Intellectual and Cultural Life of Nineteenth Century Americans (also HIST 345, AM ST 345)]Spring. 4 credits. Not offered 2001–2002.
R. L. Moore.

For description, see HIST 345.]

[RELST 347 Tantric Traditions (also ASIAN 347)]Fall. 4 credits. Not offered 2001–2002.
D. Gold.

For description, see ASIAN 347.]

[RELST 348 Indian Devotional Poetry (also ASIAN 348)]Fall. 4 credits. Not offered 2001–2002.
D. Gold.

For description, see ASIAN 348.]

[RELST 350 Law, Society, and Culture (also NES 351/651, HIST 372/652)]Fall. 4 credits. Not offered 2001–2002.
D. Powers.]**RELST 351 The Religious Traditions of India (also ASIAN 351)**

Fall. 4 credits. D. Gold.

[RELST 354 Indian Buddhism (also ASIAN 354)]Fall. 4 credits. Not offered 2001–2002.
C. Minkowski.]**[RELST 355 Japanese Religions: A Study of Practice (also ASIAN 355)]**Fall. 4 credits. Not offered 2001–2002.
J. M. Law.]**RELST 356 Islamic Law and Society (also NES 357)**

Spring. 4 credits. D. Powers.

For description, see NES 357.

[RELST 359 Japanese Buddhism (also ASIAN 359)]Spring. 4 credits. Not offered 2001–2002.
J. M. Law.]**[RELST 362 The Culture of the Renaissance II (also COM L 362, ENGL 325, HIST 364, ART H 351, MUSIC 390)]**Fall. 4 credits. Not offered 2001–2002.
W. J. Kennedy.

For description, see COM L 362.]

[RELST 366 Medieval Culture, 1100–1300 (also HIST 366)]Fall. 4 credits. Not offered 2001–2002.
J. J. John.

For description, see HIST 366.]

[RELST 368 Marriage and Sexuality in Medieval Europe (also HIST 368, WOMNS 368)]Spring. 4 credits. Not offered 2001–2002.
P. Hyams.

For description, see HIST 368.]

[RELST 371 A Mediterranean Society and Its Culture: The Jews under Classical Islam (also COM L 371, NES 371, JWST 371)]Spring. 4 credits. Not offered 2001–2002.
R. Brann.

For description, see NES 371.]

RELST 381 Anthropology and Religion (also ANTHR 381)

Spring. 4 credits. A. Willford.

See ANTHR 381 for description.

[RELST 393 Religion and Politics in the Middle East (also NES 393)]

Fall. 4 credits. Not offered 2001–2002.]

RELST 394 Gender, Sexuality, and the Body in Early Christianity (also NES 394, WOMNS 394)

Spring. 3 credits. K. Haines-Eitzen.

[RELST 395 Classical Indian Philosophical Systems (also ASIAN 395, CLASS 395)]Fall. 4 credits. Not offered 2001–2002.
C. Minkowski.]**[RELST 400 Tibetan Buddhism (also ASIAN 400)]**

Fall. 4 credits. Enrollment limited to 20 students and instructor consent. Not offered 2001–2002. J. M. Law.

For description, see ASIAN 400.]

RELST 401 The Soul in Medieval Culture (also S HUM 401, HIST 404)

Fall. 4 credits. R. Ziolkowski.

For description, see S HUM 401.

[RELST 407 Religion and Human Rights (also ASIAN 407)]

Spring and summer. 4 credits. Not offered 2001–2002. J. M. Law.

For description, see ASIAN 407.]

RELST 409 Seasons of Migration (also JWST 409, NES 409, S HUM 409)

Fall. 4 credits. S. Toorawa.

See S HUM 409 for description.

RELST 410 Latin Philosophical Texts (also PHIL 410)

Fall and spring. Variable credit. Prerequisite: knowledge of Latin and permission of instructor. S. MacDonald.

For description, see PHIL 410.

RELST 420 Readings in the Hebrew Bible (also NES 420, JWST 420)

Fall. 4 credits. R. Brann.

For description, see NES 420.

[RELST 421 Readings in Biblical Hebrew Poetry (also NES 421, JWST 421)]

Fall. 4 credits. Prerequisite: one year of Biblical or Modern Hebrew. Not offered 2001–2002. G. Rendsburg.

For description, see NES 421.]

RELST 427 Biblical Seminar (also COM L 428)

Fall. 4 credits. C. Carmichael.

For description, see COM L 428.

RELST 429 Adam's Rib and other Divine Signs: Reading Biblical Narrative (also ENGL 429)

Spring. 4 credits. L. Donaldson.

See ENGL 429 for description.

[RELST 442 Religion and Politics in American History (also HIST 442)]Fall. 4 credits. Not offered 2001–2002.
R. L. Moore.]**[RELST 443 Religion and Ritual in Chinese Society and Culture (also ANTHR 443)]**Fall. 4 credits. Not offered 2001–2002.
S. Sangren.]**RELST 449 History and Methods of the Academic Study of Religion (also ASIAN 449)**

Spring. 4 credits. Required of Religious Studies majors. D. Gold.

For description, see ASIAN 449.

RELST 460 Indian Meditation Texts (also ASIAN 460)

Fall. 4 credits. D. Gold.

For description, see ASIAN 460.

RELST 490–491 Directed Study

490, fall; 491, spring. 2–4 credits each term. For majors in Religious Studies; permission of director required. Staff.

RELST 495 Senior Honors Essay

Fall and spring. Variable up to 8 credits. Required for honors in Religious Studies. Staff.

RELST 531 Problems in Medieval Art and Architecture (also ART H 531)

Spring. 4 credits. R. G. Calkins.

For description, see ART H 531.

Additional courses offered by cooperating departments may also be approved through petition for the major in Religious Studies. For details see the program director, Jane Marie Law, 125 Rockefeller Hall or e-mail her at jml16@cornell.edu.

Science of Earth Systems

The full faculty of the Department of Earth and Atmospheric Sciences (see page 448) plus the following: W. Brutsaert (civil and environmental engineering); P. Gierasch (astronomy); M. Kelley (electrical engineering); J.-Y. Parlange (agricultural and biological engineering); J. Yavitt (natural resources).

The Science of Earth Systems (SES) is the study of the interactions among the atmosphere, oceans, biosphere, and solid Earth; these dynamic interactions control the global environment. The interdisciplinary, basic science approach of SES incorporates major components of geology, ocean and atmospheric sciences, terrestrial hydrology, biogeochemistry, and ecology into an integrated study of Earth as a complex system. Earth system science presents one of the outstanding intellectual challenges in modern science and is the primary foundation for the future management of our home planet.

The Major

The major in Science of Earth Systems emphasizes a rigorous, objective study of the Earth and its systems with broad preparation in basic sciences and mathematics, followed by the choice of an area of concentration for study in greater depth. The Science of Earth Systems program seeks to train students in a strong set of fundamental skills that will allow them to approach with quantitative rigor a wide range of questions about the Earth and its environment, and to adapt those skills rapidly to new areas of inquiry as they arise. The major in Science of Earth Systems is by nature interdisciplinary, and involves faculty from the College of Arts and Sciences, the College of Engineering, and the College of Agriculture and Life Sciences. In the College

of Arts and Sciences the program is administered by the Department of Earth and Atmospheric Sciences in collaboration with the Departments of Astronomy, and Ecology and Evolutionary Biology.

The SES curriculum begins with a series of courses designed to provide preparation in fundamental science and mathematics necessary for a rigorous study of Earth Systems. This preparation is followed by three SES core courses providing breadth and integration. An additional set of four intermediate to advanced courses is selected to provide depth and a degree of specialization.

Students in the College of Arts and Sciences choosing to pursue the Science of Earth Systems major are required to take the following courses: PHYS 207-208 (or 112-213), CHEM 207-208, BIOSCI 101/103-102/104 (or 109-110), and MATH 111-112 (or 121-122, or 190/191-192). Three additional 3-4 credit hour courses in mathematics, physics, chemistry, or biology are required; these additional courses must require one or more of the basic courses listed above as a prerequisite. One of the courses must be either EAS 201 or BIOES 261. Both EAS 201 and BIOES 261 can be chosen. Mathematics at the level of MATH 221 or 293 is strongly recommended for all SES students, and those choosing areas of concentration in Atmospheric Sciences, Environmental Geophysics, or Hydrology should take MATH 222 or 294.

The three required SES core courses include the following:

EAS 331/ASTRO 331 Climate Dynamics

EAS 302 Evolution of the Earth System

EAS 321/NTRES 321 Introduction to Biogeochemistry

Four additional 3-4 credit classes selected from 300- and 400-level courses, approved for an SES concentration, are required. These courses will ordinarily be organized around one of the SES areas of specialization. Areas of specialization include, but are not limited to, the following: Climate Dynamics, Ocean Science, Environmental Geology, Environmental Biophysics, Biogeochemistry, Soil Science, Ecological Systems, Hydrological Science.

Further information and applications contact Kerry H. Cook, khc6@cornell.edu. Also see the SES web site at www.eas.cornell.edu for up-to-date information. Administrative offices are located at 2122 Snee Hall.

Society for the Humanities

Dominick LaCapra, Director

Fellows for 2001-2002

Avtar Brah (University of London)

Ross Brann (Cornell University)

Debra Castillo (Cornell University)

Vitaly Chernetsky (Columbia University)

Elizabeth Deloughrey (Cornell University)

Francois Jullien (Université Paris 7)

Michael Kammen (Cornell University)

Tracy McNulty (Cornell University)

Viranjini Munasinghe (Cornell University)

John Noyes (University of Cape Town)

Zita Nunes (University of Maryland)

Julia Offen (Calgary Institute for the Humanities)

Gary Peatling (University of Wales, Aberystwyth)

Sandhya Shukla (Columbia University)

Michael Steinberg (Cornell University)

Shawkat Toorawa (Cornell University)

Robert Ziolkowski (Pontifical Institute of Mediaeval Studies)

The Society annually awards fellowships for research in the humanities. The Fellows offer, in line with their research, informal seminars intended to be exploratory or interdisciplinary. These seminars are open to graduate students, suitably qualified undergraduates, and interested auditors. Students who want credit for a seminar should formally register in their own college. Persons other than those officially enrolled may attend as visitors with permission of the Fellow. The theme for 2001-2002 is "Diaspora and the Critical Imagination".

S HUM 401 The Soul in Medieval Culture (also HIST 404 and RELST 401)

Fall. 4 credits. Limited to 15 students. R 12:20-2:15. R. Ziolkowski.

This course studies the medieval reception of mythological themes in Plato's philosophy, particularly the world-soul and the transmigration of souls, as these appear in the *Timaeus* (the only dialogue of Plato known in the Latin West throughout the Middle Ages). In focusing on the nature of the soul, we study the tension between theology and philosophy concerning a doctrine of central importance to medieval Christian culture, as well as one that the ancient world had developed to a high degree of sophistication. We look at texts written during the first thirteen centuries of the Christian era, with particular emphasis on the twelfth century. The course is conducted as intellectual history, inasmuch as we study the reception of Plato's *Timaeus* across time and across a range of literary genres (dialogues, theological treatises, cosmological compendia, poetry), with particular attention to works of Menippean satire such as Boethius' *Consolation of Philosophy*, Bernardus Silvestris' *Cosmographia*, and Alan of Lille's *Plaint of Nature*. Theoretical perspectives are drawn from works of literary criticism, particularly from Mikhail Bakhtin's theories of Menippean satire. All texts are read in translation, although the ability to read Latin may broaden one's research options.

S HUM 402 Democracy and the City (also ASIAN 428)

Fall. 4 credits. Limited to 15 students. M 2:30-4:25. F. Jullien.

Approaching the subject as a philosopher and a sinologist, we deal primarily with Greece and Ancient China. In adopting this dual approach, the seminar illustrates the difference between their ways of thinking and leads to an examination of what constitutes the essence of the city in the West and of the strong link between the city, the form of democracy, and the ideal of liberty. It concludes with a consideration of the contemporary obliteration of the city-as instanced in today's East Asian megalopolises-and, in light of this, poses the question of the future of democracy itself.

S HUM 403 After Immigration (also LSP 403 and SPANL 403)

Spring. 4 credits. Limited to 15 students. R 2:30-4:25. D. Castillo.

Beginning with a close reading of Michael Jones-Correa's seminal study of Latinos in New York, *Between Two Nations*, we focus class discussion on recent Latin American immigration to the United States through two complementary perspectives and meditations on the immigrant experience: that of the individuals who have arrived in the US, and that of individuals who have chosen to remain in the countries of origin. The class studies films like *Nueva Yol* and *Jardín de Edén*, Latin American authors like Carlos Fuentes, Ana Lydia Vega, and Ariel Dorfman, and US Latinos like Julia Alvarez, Francisco Goldman, and Cristina Garcia. Students are encouraged to do individually-tailored research projects that may include autobiographical or ethnographic elements as well as literary analysis and theoretical inquiries.

S HUM 404 Displacement, Desire, Identity (also RUSSL 403)

Fall. 4 credits. Limited to 15 students. T 12:20-2:15. V. Chernetsky.

This seminar focuses on the ways in which authors whose backgrounds tie them to a part of the world that served as a source of several major waves of diasporic displacement over the past century—East Central Europe and the former Russian/Soviet empire—reflected on displacement and the diasporic experience. In particular we focus on their impact on the construction and performance of identities and on manifestations of desire. We explore these experiences from the mass emigration from the Russian and Austro-Hungarian empires in the years preceding their collapse and the concomitant revolutions and civil wars, to the continuous waves of refugees and displaced persons as a result of the revolutions, civil wars, the two world wars, and most recently the collapse of the "communist" regimes and the implosion of Yugoslavia. We consider how these experiences impacted the construction and performance of such aspects of identity as nationhood, age, gender, and sexuality. Readings include selections from the fiction, diaries, essays, and poetry by Joseph Conrad, Vladimir Nabokov, Witold Gombrowicz, Yuri Andrukhovych, Dubravka Ugresic, and others. The seminar endeavors to bring this discourse into a dialogic contact with its counterparts in contemporary postcolonial studies and feminist scholarship.

S HUM 405 The Four Seasons Motif in American Culture (also HIST 455 and AM ST 430.2)

Fall. 4 credits. Limited to 15 students. Permission of instructor. M 2:30-4:25.

M. Kammen.

The focus of this seminar is one of the most ubiquitous and pervasive motifs in all of the arts (painting, literature, and music) in the Northern Hemisphere, both West and East: The Four Seasons. We view works of art and films, read fiction, non-fiction, and poetry, and listen to music. Although we must devote serious attentions to the Old World origins, dispersion, and local permutations of this motif, more than half of the seminar is given over to American manifestations and writings about the seasons, with particular attention to changes over time as well as geographical variations.

S HUM 406 Biblical Diasporas in France (also COM L 488 and FRLIT 406)

Fall. 4 credits. Limited to 15 students. F 12:20–2:15. T. McNulty.

This course examines the use of the concept of "diaspora" in contemporary French thought, considering how such notions as deterritorialization, homelessness, the uncanny, and the "ungrounding" of identity. We focus our attention on a group of authors whose uses and adaptations of the concept of "diaspora" are heavily indebted to theologies such as Judaism and mysticism. Can we locate in modern philosophy the "diaspora" of a certain kind of theological thought? What is its relationship to the philosophical discourse in which it takes up residence? The first part of the course considers the problems of estrangement, nomadism, and diaspora in the Bible, examining how the Hebrew patriarchs, Jewish prophets, and Christian apostles use these themes to define their position with regard to God and their different attitudes toward the law, the word, and the book. We then explore how these themes are developed in works by Blanchot, Buber, Deleuze, Derrida, Lévinas, Lyotard, Scholem and Rosenzweig. Students may read all works in the original languages or in translation.

S HUM 408 Jewish Culture and Modernity (also HIST 405, JWST 408, GERST 420)

Fall. 4 credits. Limited to 15 students. M 2:30–4:25. M. Steinberg.

With an emphasis on Germany but with materials drawn also from England, France, and the United States, this seminar analyzes the intersections and mutual production of modern Jewish culture and general structures and discourses of modernity. It takes up the category of "Jewish culture" as distinct from "Judaism," as the focus is less on a religious tradition than on a cultural and historical identification whose sacred/secular boundaries are fluid and contestable. Thus, the boundaries between the sacred and the secular become a central debate both within Jewish culture and its multiple, mutual refractions with the non-Jewish world, which may itself be constituted in terms of modern nationalities, as Christian, secular, or anti-Semitic.

S HUM 409 Seasons of Migration (also NES 409, RELST 409, and COM L 499)

Fall. 4 credits. Limited to 15 students. R 2:30–4:25. S. Toorawa.

Muslim Literature and Film of the Diasporic Imagination. How and where does—indeed, can—one write the story of a diaspora of the Muslim creative and critical imagination? How do contemporary diasporic Muslim writers and filmmakers operate with(in) memory, with the impossible longing to belong, with the loss of 'home' (when 'home' is where they already are...?) Guided by the critical work of Ahmed, Erickson, Hawley, Rushdie, and Subramani, we read the works of Sohaila Abdulali, Zulfikar Ghose, Abdulrazak Gurnah, Aamer Hussein, Farida Karodia, Adib Khan, Waqas Ahmad Khwaja, Hanif Kureishi, Yasmin Ladha, and others; and watch *Bhaji on the Beach*, *Masala*, *My Beautiful Launderette*, *Surviving Sabu*, and other films made in Britain and North America. We critique, evaluate, and enjoy these works through the lens of the diasporic condition, by paying special attention to the effects of displacement and its impact on articulations of faith, history, identity, memory, mythologies, nation(alism),

subjugation, the postmodern, and the (post)postcolonial. We try to understand how the 'expatriate' Muslim writes herself, her world, and her condition.

S HUM 410 The Transoceanic Imagination (also ENGL 401/601)

Fall. 4 credits. Limited to 15 students. T 2:30–4:25. E. Deloughrey.

This course focuses on diasporan literatures of "crossing the water" and examines the historical, political and social factors that shape the inscriptions of these journeys. Since the etymological root of "diaspora" derives from the scattering of male "seed," we examine the gendering of dispersal narratives of Atlantic and Pacific travellers including seamen, pirates, missionaries, slaves and sailors in order to interrogate the relationship of primarily male shipboard communities to nationalism, gender, sexuality, diaspora and resistance. We pay particular attention to the material and gendered divisions between public and private both on the ship and in relation to its various ports. We cover diverse travel itineraries in our efforts to understand the relationship between travellers and place and to examine the consequences of destabilizing territorial, ethnic, and national identities. Readings may include works by Mary Seacole, Edouard Glissant, Antonio Benítez-Rojo, J. S. Kanwal, Albert Wendt, and Derek Walcott.

S HUM 411 Performing Community

Fall. 4 credits. Limited to 15 students. W 2:30–4:25. J. Offen.

This seminar explores imaginations, performances, and experiences of "community" in the European/American Circus world and other cultural performances. We examine collective identities (gender, ethnicity, race, nationality, class, sexuality, community, and others) and inequalities as they are expressed and negotiated through public culture and discourse. We consider critical social theories, representations in popular culture, and ethnographic explorations. Requirements include active participation, critical short essays, and a final creative project.

S HUM 415 Creolization, Syncretism, Hybridity (also ANTHR 415)

Spring. 4 credits. Limited to 15 students. T 10:10–12:05. V. Munasinghe.

The concepts Creolization, Hybridity, and Syncretism all convey a state of 'mixture.' This course explores theories and empirical case studies of processes of racial, cultural and religious mixture from an inter-disciplinary perspective. The course explores the interconnections among concepts denoting 'mixture' that have diverse originary points. The overarching line of inquiry is to explore the genealogies of the three concepts as a necessary precursor to understanding how these terminologies may, in concert, illuminate different aspects of the dynamic structuring processes of mixture in different historical and ethnographic settings. More specifically this course asks how ideologies of mixture articulate with nationalist and ethnic ideologies. Do sites of mixture afford possibilities for alternative nationalist imaginings that undermine the homogenizing logic of nation-building? Do ideologies of mixture necessarily deny the existence of essentialisms, and if so what are the political implications for peoples embodying 'mixture' in this historical moment when identity politics in multi-cultural nation states presume essentialist identities? Why are some diasporic groups represented as suitable

for mixture but not others? And what are the socio/political/economic consequences of such representations? These are some of the questions this course addresses through an examination of not only specific empirical case studies but also interdisciplinary theorizations of the three concepts. The aim of this course is to critically engage various theorizations of 'mixture' both in relation to one another and in relation to specific empirical situations in order to conceptualize processes of mixture that build on but also go beyond the insights generated by these three concepts.

S HUM 418 Racial Democracy in the Americas (also ENGL 418/613 and COM L 432)

Spring. 4 credits. Limited to 15 students. T 12:20–2:15. Z. Nunes.

This course addresses democracy and its capacity for representing various racial positions in the Americas. We discuss national and transnational identities defined according to concepts of mixture and to a politics of democracy and inclusion including: anthropophagism, mestizaje, créolité, transculturation, multiculturalism and hybridity. Readings are drawn from literary and theoretical texts.

S HUM 419 Modern Nomads (also GERST 419)

Spring. 4 credits. Limited to 15 students. T 12:20–2:15. J. Noyes.

Nomadism has always been an issue that reminded sedentary cultures of their opposite, their outside, their failure to control the world in its entirety. And yet, sedentary and nomadic cultures have always enjoyed an ambivalent relationship, and this in turn marks the fictions of modernity in decisive ways. This is particularly evident in German culture, where issues of imperialism and territoriality were constantly displaced from the political to the cultural arena. Fictional and critical texts play a key role in this process, since they stake out the imaginary dimensions of subjectivity in relation to culture and territory. In this seminar we will examine how, in the wake of Enlightenment, German cultures of modernity attempted to negotiate the ambivalence of nomadic mobility. We analyse key fictional and critical texts chosen from moments in German history when mobility and territoriality were particularly important in the public imagination.

S HUM 420 Cross-culturality in the Caribbean (also ANTHR 410)

Spring. 4 credits. Limited to 15 students. W 2:30–4:25. S. Shukla.

This seminar takes as its inspiration the literary and sociopolitical imaginary of Guyanese writer Wilson Harris, described as "cross-culturality." Here, the model of diversity being elaborated is rather different from the multiculturalism we are familiar with, in the United States (or Britain or Canada, for that matter), where cultures are seen to function as discrete parts of the whole. Cross-culturality presumes that individual ethnic or racial cultures are partial and reinvent themselves through dialogues with other cultures. Perhaps this broad and flexible conception can only emerge from the Caribbean, a hyper-theorized space of hybridity. But is this because the constitutive ideas, of race, nation, and migration, are different in West Indian countries from those that operate in the North American context? Can they be traced historically, in relation to political develop-

ments, of colonialism, postcolonialism and regionalism? And what happens to these concepts when they move across the border of the nation-state?

S HUM 421 Contexts of Irish Diaspora

Spring. 4 credits. Limited to 15 students. T 10:10-12:05. G. Peatling.

The aim of this seminar is to encourage examination of the uses of the concept of "diaspora" through a critical contextualisation. This is attempted principally in relation to Irish diaspora communities in the United Kingdom and the United States, but comparative perspectives and observations are encouraged.

S HUM 423 Culture, Identity, and Diaspora

Spring. 4 credits. Limited to 15 students. R 12:20-2:15. A. Brah.

This seminar explores theoretical and substantive issues raised by the debates surrounding identity, difference, and diaspora. It examines the use of these concepts in the work on 'intersectionality' of racism, class, ethnicity, gender, and sexuality. The course draws upon material from Britain, continental Europe, and North America, with a significant focus on feminist work. We address questions of difference, diversity and differentiation; identification and subjectivity; and, those of solidarity and social transformation. How do questions of 'national' belonging differ in Europe as compared with settler societies such as that of the United States? What effects has 'differential racialisation' of groups such as African, South Asian, Irish, and Jewish descent groups in Britain and the United States had on questions of identity, inequity and inequality? What impact have diasporas made on transforming our sense of 'local' and 'global' relations?

S HUM 459 Opera, History, Politics, Gender (also WOMNS 454, COM L 459, HIST 460, MUSIC 474, ITAL 456)

Spring. 4 credits. M. Steinberg and S. Stewart.

See HIST 460 for full course description.

South Asia Program

C. Minkowski, director; A. Basu, K. Basu, D. Bor, D. Boucher, L. Derry, M. Farooqi, S. Feldman, D. Gold, M. Hatch, D. Henderson, R. Herring, D. Holmberg, R. Kanbur, M. Katzenstein, V. Kayastha, K. A. R. Kennedy, S. Kuruvilla, M. Latham, B. Lust, B. MacDougall, M. Majumdar, K. March, K. McGowan, S. Mohanty, V. Munasinghe, A. Nussbaum, S. Oja, P. Olpadwala, B. Perlus, T. Poleman, C. Salomon, N. Sethi, D. Sisler, S. Subramanian, J. Toorawa, N. Uphoff, M. Walter, M. Weiss, A. Wilford.

The South Asia Program coordinates research, teaching, and special campus events relating to Bangladesh, India, Pakistan, Nepal, and Sri Lanka. The program faculty include members from a variety of disciplines, including agricultural economics, agricultural engineering, anthropology, architecture, art, city and regional planning, comparative religion, ecology and systematics, economics, English, geology, government, history, history of art, human ecology, industrial and labor relations, international agriculture, linguistics, literature, and rural sociology. Undergraduates with a special interest in the region may major in

Asian Studies with a South Asia concentration, or complete a South Asia concentration with any other major. Graduate students may pursue the M.A. degree in Asian Studies with a concentration in South Asia.

Languages offered are Bengali, Hindi, Nepali, Sinhala, and Sanskrit. Foreign Language and Area Studies scholarships are available to graduate students who are U.S. citizens or permanent residents. Cornell is a member of the American Institutes of Bangladesh, Indian, Pakistan, and Sri Lankan studies. For details on the major, see the Department of Asian Studies listing in this volume. For courses available in South Asian studies, or for further information on research opportunities, direct questions to the South Asia Program Office, 170 Uris Hall.

Southeast Asia Program

T. Chaloehtiarana, director; B. R. Anderson, I. Axis, W. B. Bailey, A. C. Cohn, P. Gellert, M. F. Hatch, S. Kuruvilla, T. Loos, K. M. McGowan, A. Riedy, J. T. Siegel, E. Tagliacozzo, K. W. Taylor, L. Williams, J. U. Wolff, D. K. Wyatt, Emeritus: R. Baker, R. B. Jones, G. McT. Kahin, S. J. O'Connor, Lecturers: N. Jagacinski, T. Tranviet, S. Tun Southeast Asia studies at Cornell is included within the framework of the Department of Asian Studies. Seventeen core faculty members in the colleges of Arts and Sciences, Business and the Johnson Graduate School of Management, the School of Industrial and Labor Relations, and Agriculture and Life Sciences participate in an interdisciplinary program of teaching and research on the history, culture, and societies of the region stretching from Burma through the Philippines. Courses are offered in such fields as anthropology, Asian studies, economics, finance, government, history, history of art, labor relations, linguistics, music, and rural sociology. Instruction is also offered in a wide variety of Southeast Asian languages; Burmese, Cambodian (Khmer), Cebuano (Bisayan), Indonesian, Javanese, Tagalog, Thai, and Vietnamese, for which Foreign Language Area Studies Fellowships are available to U.S. citizens. In addition, faculty from other disciplines also provide area instruction on Southeast Asia. The formal program of study is enriched by a diverse range of extracurricular activities, including an informal weekly brown bag seminar, art exhibits at the Johnson Museum, and concerts of the Gamelan Ensemble. The George McT. Kahin Center for Advanced Research on Southeast Asia is also the site for public lectures as well as publication and outreach activities related to this area. The John M. Echols Collection on Southeast Asia, in Kroch Library, is the most comprehensive collection on this region in America.

Undergraduates may major in Asian studies with a focus on Southeast Asia and its languages, or they may elect to take a concentration in Southeast Asian studies with any other major by completing 18 credits of course work. Graduate students may work toward an M.A. degree in Southeast Asian studies or pursue a Master of Professional Studies in another school with a concentration in Southeast Asian studies. Ph.D. students specializing in Southeast Asia receive a doctorate in a discipline such as history, history of art, anthropology, government,

music, economics, or city and regional planning.

For courses available in Southeast Asian studies and details on the major, see the Department of Asian Studies listing in this volume. Additional information is available on the Internet at: www.einaudi.cornell.edu/southeastasia. Inquiries for further information should be directed to the program office, 180 Uris Hall, (607) 255-2378 or SEAP@cornell.edu.

Statistical Science Department

The university-wide Department of Statistical Science coordinates undergraduate and graduate study in statistics and probability. A list of suitable courses can be found in the section, "Interdisciplinary Centers, Programs, and Studies," in the front of this catalog.

Visual Studies Concentration

Visual Studies is a concentration that provides students with an interdisciplinary approach to visual art, media (including digital works), performance, and perception. Faculty from departments throughout the college offer courses toward the concentration, drawing on such various disciplines as the history of art, film, literary studies, psychology, theatre, and others. Requirements for the concentration include selection of one from two possible core courses (the two core courses may be offered in tandem or on an alternating basis depending on the availability of staff), which introduce students to critical thinking about visual studies as well as close textual analysis in social and historical contexts. Responsibility for teaching the core course will rotate among faculty affiliated with the concentration, and the course will, as much as possible, entail interdepartmental collaboration in the form of team-teaching or visiting lectures. In addition to the core course, students must choose four Cornell courses from among the different categories of courses offered in the concentration. One of the four courses must include a significant component of practical work (such courses are listed under the category "Theory/Practice"). No more than two courses from the concentration may be double-counted toward a student's major. All courses must be taken for a letter grade.

Students interested in pursuing the concentration should discuss it with their advisers, and then contact the director of the concentration. The director will register students in the concentration and assign each student an adviser selected from among the concentration's affiliated faculty. Advisers should forward a copy of each advisee's transcript to the director, indicating courses completed for the concentration.

Director and Affiliated Faculty

Director, Brett de Bary, Asian Studies and Comparative Literature

Affiliated Faculty:

Robert Ascher, Anthropology

David Bathrick, Theatre, Film, and Dance

Robert Bertoia, Art

Susan Buck-Morss, Government

Robert G. Calkins, History of Art

James Cutting, Psychology
 David Field, Psychology
 Donald Fredericksen, Theatre, Film, and Dance
 Werner Goehner, Architecture
 Jacqueline Goldsby, English
 Salah Hassan, Africana Studies
 Ellis Hanson, English
 Marcia Lyons, Art
 Laura Meixner, History of Art
 Kaja McGowan, History of Art
 Timothy Murray, English
 Marilyn Rivchin, Theatre, Film, and Dance
 Rebecca Schneider, Theatre, Film, and Dance
 Michael Steinberg, History
 Amy Villarejo, Theatre, Film, and Dance
 Geoff Waite, German Studies

Visual Studies Concentration Course List

1. Core Course for 2000–2001

VISST 200 Introduction to Visual Studies (IV)

Spring. 4 credits. Requirements: two objective midterm exams; occasional listserve postings; two five page papers. T. Murray.

Introduction to Visual Studies will provide a broad introduction of modes of vision and the historical impact of visual images, visual structures, and visual space on culture, communication, and politics. The question of "how we see" will be discussed in terms of (1) procedures of sight (from optical machines to the psychology of vision and the philosophy of aesthetics); (2) spaces of vision (from landscapes to maps to cities); (3) objects of vision (from sacred sites to illuminated books to digital art); and (4) performances of vision (race, sexualities, ethnicities, cultures). Of importance to the course will be the practical and conceptual relation of twentieth-century visual technologies (photography, cinema, video, and computing) to their historical corollaries in the arts.

The course will draw on the visual traditions of both Western and non-Western societies and study texts that have defined the premises and analytic vocabularies of the visual. Through viewings, screenings, collaborative writing, and art projects, students will develop the critical skills necessary to appreciate how the approaches that define visual studies complicate traditional models of defining and analyzing art objects. Guest lecturers will occasionally address the class.

2. New Media

ANTHR 291/691 Filming Other Cultures (also THETR 291/691)
 Spring. R. Ascher.

[ASIAN 313 Japanese and Asian Film]
 Not offered 2001–2002. B. de Bary.]

ASIAN 415 Virtual Orientalisms (also COM L 418)
 Spring. B. de Bary.

AS&RC 435 African Cinema
 Fall. S. Hassan.

ENGL 369 Fast-Talking Dames and Sad Ladies (also WOMNS 369 and THETR 367)
 Fall. L. Bogel.

[ENGL 660 Cinematic Desire (also THETR 661)]

Not offered 2001–2002. E. Hanson.]

[FRLIT 336 French Film]
 Spring. Not offered 2001–2002. T. Murray.]

[GERST 396 German Film]
 Not offered 2001–2002. D. Bathrick.]

[GERST 449 Re-Screening the Holocaust (also THETR 450, COM L 453)]
 Spring. Not offered 2001–2002. D. Bathrick.]

SPANL 399 Spanish Film
 Fall. J. R. Resina.

THETR 274 Introduction to Film Analysis: Meaning and Value
 Fall. D. Fredericksen.

[THETR 378 Soviet Film of the 1920s and French Film of the 1960s]
 Spring. Not offered 2001–2002. D. Fredericksen.]

THETR 376 History and Theory of Documentary and Experimental Film
 Fall. A. Villarejo.

[THETR 386 Third Cinema]
 Not offered 2001–2002. A. Villarejo.]

[THETR 269 Interpreting Hitchcock (also THETR 264)]
 Fall. Not offered 2001–2002. L. Bogel.]

THETR 369 Fast-Talking Dames and Sad Ladies (also WOMNS 369 and THETR 367)
 L. Bogel.

[THETR 395/ENGL 395 Video: Art, Theory, Politics]
 Fall. Not offered 2001–2002. T. Murray.]

WOMNS 405 Domestic Television
 Spring. A. Villarejo.

3. Interdisciplinary, Intermedia Studies

[AM ST/HIST/ART H 430 America in the Camera's Eye]
 Fall. Not offered 2001–2002. L. Moore.]

[ART H 337 Medieval Illuminated Book]
 Not offered 2001–2002. R. Calkins.]

[ART H 531 Archaeology of the Book: Narrative in Medieval Illustrated Books]
 Spring. Not offered 2001–2002. R. Calkins.]

[ART H 580 Problems in Asian Art: The Subtle Body]
 Not offered 2001–2002. K. McGowan.]

EAS 200 Art, Archaeology, and Analysis (also GEOL 200, ARKEO 285, PHYS 200, ART H 200)
 Spring. R. Kay.

MUSIC 410 Music and Monstrous Imaginings
 Fall. A. Richards.

4. Perception, Cognitive Studies

BIONB 396 Introduction to Sensory Systems
 Spring. B. Halpern.

[MATH 451 Geometry of Plane and Sphere]
 Spring. Not offered 2001–2002. D. Henderson.]

PSYCH 305 Visual Perception
 Fall. J. Cutting.

PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display
 Fall. D. Fields.

PSYCH 347 Psychology of Visual Communications
 Spring. J. Maas.

[PSYCH/BIONB 492 Sensory Function]
 Spring. Not offered 2001–2002. B. Halpern.]

THETR 475 Seminar in the Cinema: Cognitive Film Theory
 Fall. D. Fredricksen.
 Topic for fall 2001: Narrative Technique in the New Hollywood.

5. Theory and Visuality

[ANTHR 453 Visual Anthropology]
 Not offered 2001–2002. R. Ascher.]

[ARCH 338/638 Postmodern Critical Texts]
 Not offered 2001–2002. W. Goehner.]

[ASIAN 388 Theorizing Race and Gender in East Asian Visual and Verbal Texts]
 Not offered 2001–2002. N. Sakai.]

[AS&RC 503 African Aesthetics (also, ART H 571)]
 Spring. Not offered 2001–2002. S. Hassan.]

[COM L 330 Political Theory and Cinema (also GERST 330)]
 Not offered 2001–2002. G. Waite.]

[COM L 367 Visual Culture and Social Theory (also, GOVT 376, ART H 370)]
 Fall. Not offered 2001–2002. S. Buck-Morss.]

[COM L 699 German Film Theory]
 Not offered 2001–2002. D. Bathrick.]

GERST 345/656 Aesthetic Theory: The End of Art (also COM L 656)
 Fall. P. Gilgen.

[WOMNS 465 Feminist Theory/Lesbian Theory (also, GERST 465)]
 Not offered 2001–2002. A. Villarejo.]

6. Performance and Visuality

[ASIAN 410 Chinese Performing Arts]
 Fall. Not offered 2001–2002. E. Gunn.]

[ASIAN 471 Japanese Theater (also THETR 471)]
 Fall. Not offered 2001–2002. K. Brazell.]

[AS&RC African American Performance Genres and Traditions]
 Not offered 2001–2002. Staff.]

[THETR 319 Music, Dance, and Light]
 Fall. Not offered 2001–2002. E. Intemann, A. Fogelsanger.]

THETR 339 The Avant-Garde: Dead or Alive?
 Spring. R. Schneider.

[THETR 403 Ritual, Play, Spectacle, Act: Performing Culture]
 Fall. Not offered 2001–2002. B. Schneider.]

THETR 445 Text Analysis for Production: How to Get From the Text onto the Stage
 Fall. S. Cole.

7. Visuality and Society

ART H 360 Painting and Everyday Life in Nineteenth-Century America (also AM ST 360)
Spring. L. L. Meixner.

ART H 362 Impressionism in Society (also WOMNS 361)
Fall. L. Meixner.

[ART H 385 Representation and Meaning in Chinese Painting (also ASIAN 384)]
Not offered 2001-2002. A.-Y. Pan.]

[ART H 395 The House and the World: Architecture of Asia (also ASIAN 394)]
Spring. Not offered 2001-2002.
K. McGowan.]

ART H 450 Representations of Women in the Italian Renaissance (also WOMNS 451)
Spring. C. Lazzaro.

[ART H 451 Prints and Visual Culture in Early Modern Europe]
Not offered 2001-2002. C. Lazzaro.]

ART H 461 Art and Social Histories
Spring. L. Meixner.
Topic for spring 2002: Landscape as Ideology.

[ART H 462 Topics in Early Modernism]
Not offered 2001-2002. L. Meixner.]

[ART H 481 Art of the T'ang Dynasty (also ASIAN 481)]
Spring. Not offered 2001-2002. A.-Y. Pan.]

[ART H 490 Art and Collecting: East and West (also ASIAN 491)]
Spring. Not offered 2001-2002.
K. McGowan.]

[AS&RC 310 Art in African Culture and Society (also ART H 378)]
Fall. Not offered 2001-2002. S. Hassan.]

[HIST 362 European Cultural History 1750-1870 (also COM L 352)]
Fall. Not offered 2001-2002. M. Steinberg.]

HIST 363 European Cultural History 1870-1945 (also COM L 353)
Spring. M. Steinberg.

8. Theory/Practice

[ART 372 Art Show: Web Art]
Fall and spring. Not offered 2001-2002.
M. Lyons.]

[COGST 201 Cognitive Studies in Context Laboratory (also COM S 201 and PSYCH 201)]
Fall, B. Halpern; spring, D. Field. Not offered 2001-2002.]

[COM S 417 Interactive Computer Graphics (also ARCH 374)]
Spring. (Includes Practicum listed below; mostly oriented toward the visual arts.)
Not offered 2001-2002. Staff.]

[COM S 418 Practicum in Computer Graphics]
Spring. Not offered 2001-2002. Staff.]

DANCE 210 Beginning Dance Composition
Spring. J. Self.

DANCE 258 Techno Soma Kinesics I: Technology and the Moving Body
Spring. B. Suber.

DANCE 358 Techno Soma Kinesics II: the Moving Body and Technology
Spring. B. Suber.

[DANCE 418 Seminar in History of Dance: Digital Dance/Cyber Dance]
Not offered 2001-2002. B. Suber.]

ENGL 164 Critical Surfing: Art and Culture on the World Wide Web
Fall. T. Murray.
Freshman Writing Seminar.

ENGL 434 Electronic Art and Culture
Fall. T. Murray.

MUSIC 104 Introduction to World Music: Asia
Spring. A. Warde.

MUSIC 245 Introducing Indonesia through Its Arts, Section III
Fall and spring. M. Hatch.

THETR 314 Western Dance History I
Fall. B. Suber.

THETR 310/311 Dance Composition (also THETR 410/411)
Fall. B. Suber.

THETR 335 Modern Western Drama, Modern Western Theater: Theory and Practice
Fall. R. Schneider.

THETR 339 Theories and Techniques of Twentieth-Century Performance (also, WOMNS 441)
Spring. B. Schneider.

THETR 362 Lighting Design Studio I
Fall. E. Intemann.

THETR/MUSIC/ART 391 Media Studio I and II (also listed as ARCH 459)
Fall. M. Rivchin, D. Borden, M. Lyons, J. Zissovich.

THETR 398 Fundamentals of Directing
Fall. D. Feldshuh.

[THETR 439 Theater of Commodities]
Not offered 2001-2002. B. Schneider.]

THETR 462 Lighting Design Studio II
Spring. E. Intemann.

[THETR 477 Intermediate Film and Video Projects, Documentary and Experimental Workshop]
Fall. Not offered 2001-2002. M. Rivchin.]

THETR 478 Intermediate Film and Video Projects: Narrative and Experimental Workshop
Fall. M. Rivchin.

THETR 493 Advanced Film and Video Projects
Spring. M. Rivchin.

Women's Studies Program

K. Abrams, A. Adams, P. Becker, D. Bem, S. Bem, A. Berger, L. Berneria, J. Bernstock, F. Blau, L. Bogel, M. Brinton, L. Brown, J. Brumberg, W. Burkard, L. Carrillo, D. Castillo, C. Chase, M. Clarkberg, D. Cohen, B. Correll, E. DeLoughrey, I. DeVault, M. Evangelista, J. Farley, S. Feldman, J. Fortune, N. Furman, J.E. Gainor, J. Ginsburg, W. Goldsmith, S. Greene, K. Haines-Eitzen, E. Hanson, N. Hirschmann, M. Hite, P. Hymans, B.J. Isbell, M. Jacobus, K. Jones, M. Katzenstein, C. Lazzaro, T. Loos, K. March, C. A. Martin, S. McConnell-Ginet,

K. McCullough, L. Meixner, M. Migiel, M. B. Norton, P. Palmieri, J. Peraino, G. Rendsburg, J. Reppy, M. Rossiter, D. F. Ruggles, N. Russell, S. Samuels, S. Sangren, R. Savin-Williams, L. Schapiro, R. Schneider, D. Schrader, S. Szelenyi, A. M. Smith, M. C. Vallois, A. Villerajo, M. Washington, R. Weil, B. Wejnert, J. Whithing, L. Williams, M. Woods.

Introduction to the Program

Women's Studies is an interdisciplinary program that seeks to deepen understanding of women's lives, culture, and history, in all their complex multiplicities. Transformative as well as additive, women's studies challenges us to re-examine much of what we think we already know by providing an intellectual—and critical—feminist framework through which to view the many interconnections among gender, knowledge, and power. Thus, central to the curriculum in women's studies are such overarching notions as these:

- that definitions of gender—including those that privilege exclusive heterosexuality—are not natural or universal but are instead social constructions that vary across time and place, serve political ends, and have ideological underpinnings;
- that systems of gender inequality interact with other social inequalities, including those of class, race, ethnicity, sexual preference, and Western vs. non-Western cultures; and
- that even the most current knowledge derived from the humanities, social sciences, and natural sciences is not as impartial, objective, or neutral as has traditionally been thought but instead emerges out of particular historical and political contexts.

Although all Women's Studies courses except writing seminars count toward the major, they do not all satisfy distribution requirements or count toward the total hours required in Arts and Sciences; if a course is not cross-listed with another Arts and Sciences department, be sure to check with college offices about whether it will satisfy distribution or our requirements for Arts and Sciences.

Program Offerings

The Women's Studies Program offers an undergraduate major, an undergraduate concentration, and a graduate minor. Undergraduate students in the College of Arts and Sciences who want to major in women's studies can apply directly to the program. Undergraduate students in other colleges at Cornell will need to work out special arrangements and should speak to the Director of Undergraduate Studies (DUS) in Women's Studies.

The Undergraduate Major

The questions posed by feminist inquiry cannot be answered from within any single discipline or even from a simple combination of two or more disciplines. For that reason, the women's studies major provides students with a basic groundwork in the interdisciplinary field of women's studies and then requires each student to construct an advanced and individually tailored program of study on a topic, in a discipline, or in a combination of disciplines of special interest to the student alone.

Rather than specifying a particular sequence of required courses for each and every student, the women's studies major gives students a starting point in women's studies, an active advisory structure to help them shape a curriculum, and an ongoing impetus to reflection about their entire program of undergraduate study.

In designing their major, students should keep in mind that there are comparatively few graduate programs offering a degree in women's studies itself. Accordingly, undergraduates wishing to major in women's studies should talk at length with their faculty adviser about how to design a program of study that will best qualify them for entry into either a job or a postgraduate degree program when they leave Cornell. Undergraduates who might want to do graduate study within a discipline will need to develop a certain level of disciplinary specialization at the undergraduate level. This can be done either by supplementing the women's studies major with a carefully selected cluster of courses in that discipline or by pursuing a double major. Students wishing to apply their interest in Women's Studies to other professional arenas may similarly select focused coursework in their fields or consider supplementing their studies through internships or other work experiences.

Requirements for a Women's Studies Major

1. Prerequisite courses: before applying to the major, the student must complete any two Women's Studies courses with a grade of B- or better. Suggested entry-level courses for 2001–2002 include: any class at the 200 level, especially 210 and 211. These courses would count both as prerequisites and as part of the women's studies major. First-Year writing seminars, in contrast, would count as prerequisite courses but not as part of the major.
2. Required course work:
 - a. A minimum of 36 credits in women's studies is required for the major. No course in which the student has earned less than a C- can count toward these 36 credits. Although there is no single women's studies course that is required of all students, every major must complete a program of study that is both graduated in difficulty and interdisciplinary in scope—a program, in other words, that reflects both the breadth and the depth of women's studies scholarship. This program of study should be developed in consultation with the director of undergraduate studies and must include advanced work at the 300 level or above.
 - b. Students may count up to three courses outside women's studies toward the major **if** those courses are approved by the director of undergraduate studies as constituting a meaningful component of the student's women's studies curriculum. To facilitate the coordination of a women's studies major with other majors in the college, students may also count toward the major up to three women's studies courses that are simultaneously being counted toward a second major.

3. The Honors Program: to graduate with honors, the major in women's studies must complete a senior thesis under the supervision of a women's studies faculty member and defend that thesis orally before an honors committee. To be eligible for honors, students must have at least a cumulative grade point average of 3.0 in all coursework and a 3.3 average in all courses applying to their women's studies major. Students interested in the Honors Program should consult the Director of Undergraduate Studies (DUS) late in the spring semester of their junior year or very early in the fall semester of their senior year. For more information about the Honors Program, see WOMNS 400 and the "Guidelines For a Senior Honors Thesis" available in the Women's Studies Program office.

The Women's Studies Concentration

Undergraduate students in any college at Cornell can concentrate in Women's Studies in conjunction with a major defined elsewhere in the university. The concentration consists of four courses in Women's Studies completed with a grade of C- or above, no more than two of which can come from a single discipline and none of which should overlap with the major. In rare cases, the DUS may allow one class from within a student's major to count toward the requirements for the concentration. Students should not assume the waiver will be granted, and they must petition the DUS with this request before the beginning of their final semester of study. Freshman writing seminars cannot be included within the four required courses. Students wishing to concentrate in Women's Studies should see the DUS.

The LBG Concentration

Women's Studies serves as home to the Lesbian, Bisexual, and Gay Studies Program, which offers an undergraduate concentration as well as a graduate minor. The LBG undergraduate concentration consists of four courses. The Women's Studies courses that may be used to fulfill the LBG concentration are 210, 244, 262, 277, 285, 321, 353, 355, 376, 377, 413, 415, 427, 433, 450/650, 441/641, 465, 467, 468, 493, 621, 626, 654, 656 and 661. For a complete listing of all courses that will fulfill this concentration please see the LBG Studies portion of this catalog.

I. First-Year Writing Seminars

WOMNS 106 FWS: Women and Writing (also ENGL 105)

Fall and spring. 3 credits. Staff.
For description, see ENGL 105.

WOMNS 114 FWS: Has Breasts, Does Write: Women Writing Women (also THETR 113)

Fall. 3 credits. M. Gualtieri.
For description, see THETR 113.

[WOMNS 178 FWS: Desire (also ENGL 178 and THETR 178)]

3 credits. Not offered 2001–2002.
E. Hanson.]

II. Courses

WOMNS 206 Gender and Society (also R SOC 206)

Spring. 3 credits. B. Wejnert.
For description, see R SOC 206.

[WOMNS 210 Introduction to Feminist Theory]

4 credits. Not offered 2001–2002.
A. Villarejo.

This course introduces students to critical approaches in feminist scholarship to the cultural, socioeconomic, and political situation(s) of women. Particular attention is paid to the conceptual challenges and dangers posed by attempts to study women without taking account of relations between race, class, and gender in ideological and social formations. Readings draw on work in various disciplines and include literary texts and visual images.]

WOMNS 211 Introduction to Women's Studies (III or IV)

Fall. 3 credits. K. McCollough.

Introduction to Women's Studies is a multidisciplinary approach to understanding the experiences, historical conditions, and concerns of women, both in the present and the past. As the academic manifestation of feminism, women's studies offers a range of perspectives (from liberal to radical) but focuses, in general, on understanding the sources of women's oppression in order to eliminate these sources.

WOMNS 212 African American Women: Twentieth Century (also HIST 212 and AM ST 212)

Spring. 4 credits. M. Washington.
For description, see HIST 212.

[WOMNS 214 Biological Basis of Sex Differences (also BIOAP 214 and B&SOC 214)]

3 credits. Not offered 2001–2002.
J. Fortune.]

[WOMNS 234/434 Gender in Early Modern Europe (also HIST 234/434)]

4 credits. Not offered 2001–2002. R. Weil.]

[WOMNS 243 Inside-Out: The American Everyday Interior (also DEA 243)]

3 credits. Not offered 2001–2002.
J. Jennings.]

[WOMNS 244 Language and Gender Relations (also LING 244)]

4 credits. Not offered 2001–2002; next offered fall 2002. S. McConnell-Ginet.]

WOMNS 246 Contemporary Narratives by Latina Writers (also SPANL 246 and LSP 246)

Fall. 3 credits. L. Carrillo.
For description, see SPANL 246.

WOMNS 249 Feminism and Philosophy (also PHIL 249)

Spring. 4 credits. J. Whiting.
For description, see PHIL 249.

WOMNS 251 Twentieth-Century Women Novelists (also ENGL 251)

Spring. 4 credits. S. Samuels.
For description, see ENGL 251.

WOMNS 253 Gender and the Life Course (also HD 253)

Fall. 3 credits. P. Palmieri.
For description, see HD 253.

[WOMNS 273 Women in American Society, Past and Present (also HIST 273)]

4 credits. Not offered 2001–2002.
M. B. Norton.]

[WOMNS 277 Social Construction of Gender (also PSYCH 277)]

3 credits. Not offered 2001–2002. S. Bem.]

[WOMNS 279 Queer Fiction (also ENGL 278)

4 credits. Not offered 2001-2002.
E. Hanson.]

[WOMNS 280 Lesbian Novel (also ENGL 279)

4 credits. Not offered 2001-2002.
K. McCullough.]

[WOMNS 281 Gender and Society in the Muslim Middle East (also NES 281 and RELST 281)

3 credits. Not offered 2001-2002.
M. Bloom.]

[WOMNS 285 Introduction to Sexual Minorities (also HD 284)

3 credits. Not offered 2001-2002.
R. Savin-Williams.]

[WOMNS 300 Latina Activism and Feminist Theory (also LSP 300)

4 credits. Not offered 2001-2002.
D. Cohen.]

WOMNS 307 African-American Women in Slavery and Freedom (also HIST 303 and AS&RC 307)

Spring. 4 credits. M. Washington.
For description, see HIST 303.

WOMNS 309/509 The Sociology of Marriage (also SOC 309/509)

Fall. 3 credits. M. Clarkberg.
For description, see SOC 309/509.

[WOMNS 314/514 Gender and Work (also SOC 314/514)

4 credits. Not offered 2001-2002.
M. Brinton.]

WOMNS 316 Gender Inequality (also SOC 316)

Fall. 3 credits. S. Szeleyi.
For description, see SOC 316.

WOMNS 319 Seventeenth Century European Women Philosophers (also PHIL 320)

Spring. L. Schapiro.
For description, see PHIL 320.

[WOMNS 320 Queer Theater (also THETR 320)

4 credits. Not offered 2001-2002.
J. E. Gainor.]

WOMNS 321/631 Sex and Gender in Cross-Cultural Perspective (also ANTHR 321/621)

Fall. 4 credits. D. Doukas.
For description, see ANTHR 321/621.

[WOMNS 322 Women in the Hebrew Bible (also NES 320 and JWST 320)

3 credits. Not offered 2001-2002.
G. Rendsburg.]

[WOMNS 326 Women in the Hebrew Bible-Seminar (also NES 326 and JWST 326)

1 credit. Not offered 2001-2002.
G. Rendsburg.]

[WOMNS 327 Shakespeare: Gender and Power (also ENGL 327)

4 credits. Not offered 2001-2002.
B. Correll.]

[WOMNS 348 Studies in Women's Fiction (also ENGL 348)

4 credits. Not offered 2001-2002.
L. Brown.]

[WOMNS 350 Women and Patronage in Islam (also NES 350)

4 credits. Not offered 2001-2002.
D. Ruggles.]

[WOMNS 353 Feminism: State and Public Policy (also GOVT 353)

4 credits. Not offered 2001-2002.
M. Katzenstein.]

[WOMNS 355 Decadence (also ENGL 355 and COM L 355)

4 credits. Not offered 2001-2002.
E. Hanson.]

WOMNS 359 Introduction to Political Feminist Thought (also GOVT 369)

Fall. 4 credits. N. Hirschmann.
For description, see GOVT 369.

WOMNS 361 Impressionism in Society (also ART H 362)

Fall. 4 credits. L. Meixner.
For description, see ART H 362.

WOMNS 366 Women at Work (also ILHR 366)

Spring. 3 or 4 credits. J. Farley.
For description, see ILHR 366.

[WOMNS 368 Marriage and Sexuality in Medieval Europe (also HIST 368 and RELST)

4 credits. Not offered 2001-2002.
P. Hyams.]

WOMNS 369 Studies in Film Analysis: Fast-Talking Dames and Sad Ladies (also ENGL 369 and THETR 367)

Fall. 3 credits. L. Bogel.
For description, see ENGL 369.

[WOMNS 370 Nineteenth-Century Novel (also ENGL 370)

4 credits. Not offered 2001-2002.
E. Hanson.]

[WOMNS 378 Topics in U.S. Women's History (also HIST 378 and AM ST 378)

4 credits. Not offered 2001-2002.
M. B. Norton.]

[WOMNS 380 Gender, Ideology, and Culture (also SOC 380)

4 credits. Not offered 2001-2002.
P. Becker.]

[WOMNS 384 History of Women and Unions (also ILRCB 384)

4 credits. Not offered 2001-2002.
I. DeVault.]

WOMNS 394 Gender and Sexuality in Early Christianity (also NES 394 and RELST 394)

Spring. 4 credits. K. Haines-Eitzen.
For description, see NES 394.

[WOMNS 396 Introduction to Global Women's Literature (also ENGL 396)

4 credits. Not offered 2001-2002.
E. DeLoughrey.]

WOMNS 400 Senior Honors Thesis

Fall and spring. 2-8 credits. For Women's Studies seniors only. Permission of Women's Studies faculty member required. Student must carry a GPA of 3.0 in all subjects and a 3.3 in Women's Studies. Staff.

Both the form of theses, and the nature and extent of contact between student and adviser, will depend on mutual agreement between the two. In one common scenario, the student will write an essay of approximately 50 pages in length, drafted and revised in a series of

carefully planned stages over the course of two semesters, with an outline expected on approximately Sept. 15 and a draft of the first chapter on approximately November 15. An "R" grade will be assigned at the end of the fall semester and a letter grade on completion of the project at the end of the spring semester.

[WOMNS 401 New Women in the 'New' New York (also S HUM 405 and ARCH 690)

4 credits. Not offered 2001-2002.
M. Woods.]

[WOMNS 403 Love, Sex, and Song in the Middle Ages (also MUSIC 403)

4 credits. Not offered 2001-2002.
J. Peraino.]

WOMNS 404 Women Artists (also ART H 466)

Fall. 4 credits. J. Bernstock.
For description, see ART H 466.

WOMNS 405/605 Domestic Television

Spring. 4 credits. A. Villarejo.
This course is a seminar on television as technology and cultural form, focusing on the "domestic" as a synonym for gendered value-coding, an axis of the international division of labor (and questions of television's dissemination and circulation), and a site for historical exploration. The course balances readings in television and cultural theory (Spigel, Dienst, Merck, Williams, Feuer, Modleski, Mellencamp, Shattuc, Spivak, and others) with close analysis of television as information, entertainment, furniture, technology, text, genre, flow, channel, and circuit of production of the commodity audience. Students may enroll in either undergraduate or graduate level with graduate students submitting a longer paper and doing supplementary readings.

[WOMNS 406 The Culture of Lives (also ANTHR 406)

4 credits. Not offered 2001-2002.
K. March.]

[WOMNS 408 Gender Symbolism (also ANTHR 408)

4 credits. Not offered 2001-2002.
K. March.]

[WOMNS 409/609 Misogyny and Its Readers (also ITALL 409/609 and COM L 449/649)

4 credits. Not offered 2001-2002.
M. Migiel.]

[WOMNS 415 Race, Gender, and Organization (also GOVT 415)

4 credits. Not offered 2001-2002.
M. Katzenstein and J. Reppy.]

WOMNS 416 Gender and Sex in South East Asia (also HIST 416)

Spring. 4 credits. T. Loos.
For description, see HIST 416.

[WOMNS 427 Shakespeare: Gender, Sexuality, Cultural Politics (also ENGL 427 and THETR 427) #

4 credits. Not offered 2001-2002.
B. Correll.]

[WOMNS 433 The Female Dramatic Tradition (also THETR 436)

4 credits. Not offered 2001-2002.
J. E. Gainor.]

[WOMNS 438 Female Adolescence in Historical Perspective, 1815-1960 (also HD 417, HIST 458 and AM ST 417)]

3 credits. Not offered 2001-2002.
J. Brumberg.]

[WOMNS 443 The Novels of George Eliot (also ENGL 444)]

4 credits. Not offered 2001-2002.
C. Chase.]

[WOMNS 444 Historical Issues of Gender and Science (also S&TS 444)]

Spring. 4 credits. M. Rossiter.
For description, see S&TS 444.

[WOMNS 446 Women in the Economy (also ILRL 445 and ECON 457)]

4 credits. Not offered 2001-2002. F. Blau.]

[WOMNS 448/648 Boccaccio: Gender, Power, and the Medieval Text (also ITALL 445/645 and COM L 456)]

4 credits. Not offered 2001-2002.
M. Migiel.]

[WOMNS 450/650 Gender and Clinical Psychology (also PSYCH 450/650)]

Fall. 4 credits. S. Bem.
For description, see PSYCH 450/650.

[WOMNS 451 Women in Italian Renaissance Art (also ART H 450)]

Spring. 4 credits. C. Lazzaro.
For description, see ART H 450.

[WOMNS 454 Opera, History, Politics, Gender (also HIST 456, S HUM 459, COM L 459, and ITAL 456)]

Spring. 4 credits. M. Steinberg, S. Stewart.
For description, see HIST 456.

[WOMNS 463 The Politics of Contemporary Feminist Theory (also GOVT 463)]

4 credits. Not offered 2001-2002.
N. Hirschmann.]

[WOMNS 464 Gender and Politics in the Roman World (also CLASS 463 and HIST 463)]

4 credits. Not offered 2001-2002.
J. Ginsburg.]

[WOMNS 465 Feminist Theory/Lesbian Theory (also COM L 465 and GERST 465)]

4 credits. Not offered 2001-2002.
A. Villarejo.

This seminar explores developments in feminist theory, primarily in the United States from the 1950s through the mid-1990s. We also trace the changing status of "lesbianism" in feminist theories over that same time period and examine its status in current constructions of "queer theory." What happens to the relationship between feminist theory and lesbian thought when "queer theory" emerges? The purpose of the course is to encourage critical, historically informed readings of what could be considered canonical texts and crucial junctures in Second Wave feminist thought, many of which remain unfamiliar even to Women's Studies students.]

[WOMNS 466 Feminism and Gender Discrimination (also GOVT 466 and LAW 648)]

4 credits. Not offered 2001-2002.
K. Abrams.]

[WOMNS 467 Sexual Minorities and Human Development (also HD 464)]

Spring. 3 credits. R. Savin-Williams.
For description, see HD 464.

[WOMNS 468 Radical Democratic Feminisms (also GOVT 467)]

4 credits. Not offered 2001-2002.
A. M. Smith.]

[WOMNS 469/669 Gender and Age in Archeology (also ANTHR 469/669)]

4 credits. Not offered 2001-2002.
N. Russell.]

[WOMNS 476 Global Women's Literature: (En) Gendering Space (also ENGL 476)]

4 credits. Not offered 2001-2002.
E. DeLoughrey.]

[WOMNS 478 19th Century French Women Writers (also FRLIT 480)]

Fall. 4 credits. A. Berger.
For description, see FRLIT 480.

[WOMNS 480 Gender Adjudicated (also HIST 480)]

4 credits. Not offered 2001-2002. T. Loos.]

[WOMNS 481 Latin American Women Writers (also SPANL 492 and COM L 482)]

4 credits. Not offered 2001-2002.
D. Castillo.]

[WOMNS 487 Gender, Nationalism, and Conflict (also GOVT 486)]

4 credits. Not offered 2001-2002.
M. Katzenstein and M. Evangelista.]

[WOMNS 488/688 Beliefs, Attitudes, and Ideologies (also PSYCH 489/689)]

Fall. 4 credits. D. Bem.
For description, see PSYCH 489.

[WOMNS 491 Honors Seminar I: Experimental Novels by Women (also ENGL 491)]

4 credits. Not offered 2001-2002. M. Hite.]

[WOMNS 493 French Feminisms (also FRLIT 493)]

4 credits. Not offered 2001-2002.
N. Furman.]

[WOMNS 494 Music and Queer Identity (also MUSIC 492)]

4 credits. Not offered 2001-2002.
J. Peraino.]

[WOMNS 496 Women and Music (also MUSIC 493)]

4 credits. Not offered 2001-2002.
J. Peraino.]

[WOMNS 499 Directed Study]

Fall and spring. Variable credit. Prerequisites: 1 course in women's studies and permission of a faculty member of the Women's Studies Program Board. Staff.

[WOMNS 600 Special Topics in Feminist Theory: An Interdisciplinary Graduate Course in Women's Studies]

4 credits. This course is open to graduate students and undergraduate seniors who have obtained permission of instructor. Not offered 2001-2002. Staff.

The purpose of this course is to expose graduate students to interdisciplinary approaches in Women's Studies and feminist theory to a variety of topics or questions. While many of our graduate courses train students in highly specialized areas of feminist theory, this course aims to teach students how to find common intellectual ground around a single topic from interdisciplinary perspectives without sacrificing the complexity of any disciplinary approach. The course is designed for graduate minors in Women's Studies and

students with a specialized interest in feminist theory. Although it is not required, the course is strongly recommended for students obtaining a graduate minor in Women's Studies.]

[WOMNS 608 African-American Women (also HIST 608)]

4 credits. Not offered 2001-2002.
M. Washington.]

[WOMNS 610 Sexuality and the Politics of Representation]

4 credits. Not offered 2001-2002.
A. Villarejo.

The seminar explores contexts for critical work on sexuality and film/video. Beginning with the texts of Foucault, Freud, Lacan, Jacqueline Rose, and Jeffrey Weeks, the course examines the uses and abuses of psychoanalytic theory, as well as the regulation of sexuality in the past century. "Sexuality" is not, however, a simple abstraction, and its coherence is put to the test through the dual lenses of Marxism and poststructuralism throughout the second half of the course, with readings from Gramsci, Deleuze and Guattari, Lyotard, and others. Films include *Blonde Venus*, *Trash*, *The Night Porter*, *Ali: Fear Eats the Soul*, *Written on the Wind*, and others.]

[WOMNS 612 Population and Development in Asia (also R SOC 612)]

Spring. 3 credits. L. Williams.
For description, see R SOC 612.

[WOMNS 613 The Political Economy of Gender and Work (also CRP 613)]

3 credits. Not offered 2001-2002.
L. Beneria.]

[WOMNS 614 Gender and International Development (also CRP 614)]

3 credits. Not offered 2001-2002.
L. Beneria.]

[WOMNS 618 Feminist Jurisprudence (also LAW 646)]

3 credits. Not offered 2001-2002.
K. Abrams.]

[WOMNS 624 Epistemological Development and Reflective Thought (also EDUC 614)]

Fall. 3 credits. D. Schrader.
For description, see EDUC 614.

[WOMNS 625 Self and Interpersonal Development (also EDUC 615)]

Spring. 4 credits. D. Schrader.
For description, see EDUC 615.

[WOMNS 626 Graduate Seminar in the History of American Women (also HIST 626)]

4 credits. Not offered 2001-2002.
M. B. Norton.]

[WOMNS 636 Comparative History of Women and Work (also ILRCB 636)]

4 credits. Not offered 2001-2002.
I. DeVault.]

[WOMNS 638 Contemporary Gender Issues in the Americas (also ANTHR 638)]

4 credits. Not offered 2001-2002.
B. J. Isbell.]

[WOMNS 644 Topics in the History of Women in Science (also S&TS 644)]

4 credits. Not offered 2001-2002.
M. Rossiter.]

[WOMNS 654 Queer Theory (also ENGL 654 and COM L 654)]

4 credits. Not offered 2001-2002.
E. Hanson.]

[WOMNS 656 Decadence (also ENGL 655 and COM L 655)]

4 credits. Not offered 2001-2002.
E. Hanson.]

[WOMNS 661 Cinematic Desire (also ENGL 660 and AM ST 662)]

4 credits. Not offered 2001-2002.
E. Hanson.]

WOMNS 670 Feminist Political Theory (Graduate Seminar) (also GOVT 671)

Fall. 4 credits. N. Hirschmann.
For description, see GOVT 671.

WOMNS 671 Feminist Methods (also R SOC 671)

Fall. 4 credits. S. Feldman.
For description, see R SOC 671.

[WOMNS 692 Hispanic Feminisms (also SPANL 690)]

4 credits. Not offered 2001-2002.
D. Castillo.]

WOMNS 699 Topics in Women's Studies

Fall and spring. Variable credits. Staff.
Independent reading course for graduate students on topics not covered in regularly scheduled courses. Students develop a course of readings in consultation with a faculty member in the field of Women's Studies who has agreed to supervise the course work.

[WOMNS 733 Literary Anti-Feminism (also ENGL 733)]

4 credits. Not offered 2001-2002.
L. Brown.]

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Abusch, Dorit, Ph.D., U. of Massachusetts at Amherst. Assoc. Prof., Linguistics
Adams, Anne, Ph.D., U. of Michigan. Assoc. Prof., Africana Studies and Research Center/Comparative Literature
Adams, Barry B., Ph.D., U. of North Carolina. Prof., English
Adams, James, Ph.D., Cornell U. Assoc. Prof., English
Adelson, Leslie A., Ph.D., Washington U. Prof., German Studies
Ahl, Frederick M., Ph.D., U. of Texas at Austin. Prof., Classics/Comparative Literature
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Alexander, James P., Ph.D., U. of Chicago. Prof., Physics/LNS
Allmendinger, Richard W., Ph.D., Stanford U. Prof., Earth and Atmospheric Sciences/INSTOC#
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Altschuler, Glenn C., Ph.D., Cornell U. The Thomas and Dorothy Litwin Professor of American Studies, Prof., American Studies

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Argyres, Philip C., Ph.D., Princeton U. Asst. Prof., Physics/LNS
Arias, Tomas A., Ph.D., Massachusetts Inst. of Tech. Assoc. Prof., Physics/LASSP*
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Baird, Barbara, Ph.D., Cornell U. Prof., Chemistry and Chemical Biology
Barazangi, Muawia, Ph.D., Columbia U. Prof., Earth and Atmospheric Sciences/INSTOC#
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Bem, Daryl J., Ph.D., U. of Michigan. Prof., Psychology
Bem, Sandra L., Ph.D., U. of Michigan. Prof., Psychology/Women's Studies
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Bensel, Richard, Ph.D., Cornell U. Prof., Government
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Biggerstaff, Knight, Ph.D., Harvard U. Prof. Emeritus, History
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Birman, Kenneth P., Ph.D., U. of California at Berkeley. Prof., Computer Science
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Bjerken, Hak, D.M.A. Peabody Conservatory of Music. Asst. Prof., Music
Blackall, Jean F., Ph.D., Harvard U. Prof. Emerita, English
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Bramble, James H., Ph.D., U. of Maryland. Prof. Emeritus, Mathematics
Brann, Ross, Ph.D., New York U., Milton R. Konvitz Professor of Judeo-Islamic Studies, Near Eastern Studies
Brazell, Karen W., Ph.D., Columbia U. Prof., Japanese Literature, Asian Studies
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Brittain, Charles, D. Phil., Oxford U. (England). Asst. Prof., Classics
Bronfenbrenner, Urie, Ph.D., U. of Michigan. Jacob Gould Schurman Professor Emeritus, Human Ecology/Psychology
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Bunce, Valerie, Ph.D., U. of Michigan. Prof., Government
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Caputi, Anthony F., Ph.D., Cornell U. Prof. Emeritus, English/Comparative Literature
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- Edmondson, Locksley G., Ph.D., Queens U. (Canada). Prof., Africana Studies and Research Center
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- Graubart, Karen, Ph.D., U. of Massachusetts at Amherst. Asst. Prof., History
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- Greenberg, Donald P., Ph.D., Cornell U. Prof., Computer Science
- Greenberg, Mitchell, Ph.D., U. of California at Berkeley. Prof., Romance Studies
- Greene, Charles H., Ph.D., U. of Washington. Assoc. Prof., Earth and Atmospheric Sciences/CFE
- Greene, Sandra E., Ph.D., Northwestern U. Prof., History
- Greenwood, Davydd J., Ph.D., U. of Pittsburgh. Goldwin Smith Professor of Anthropology
- Greisen, Kenneth I., Ph.D., Cornell U. Prof. Emeritus, Physics
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- Groos, Arthur, Ph.D., Cornell U. Prof., German Studies
- Gross, Leonard, Ph.D., U. of Chicago. Prof., Mathematics
- Grossvogel, Anita V., Ph.D., Cornell U. Assoc. Prof. Emerita, Romance Studies
- Grossvogel, David I., Ph.D., Columbia U. Prof. Emeritus, Goldwin Smith Professor of Comparative Literature and Romance Studies
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- Grusky, David, Ph.D., U. of Wisconsin. Prof., Sociology
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- Hagfors, Tor, Ph.D., U. of Oslo (Norway). Prof. Emeritus, Astronomy/Engineering/NAIC†
- Haines-Eitzen, Kim, Ph.D., U. of North Carolina. Asst. Prof., Near Eastern Studies/Religious Studies
- Halpern, Bruce P., Ph.D., Brown U. Susan Linn Sage Professor of Psychology, Psychology/Biological Sciences
- Halpern, Joseph Y., Ph.D., Harvard U. Prof., Computer Science
- Hammes, Gordon G., Ph.D., U. of Wisconsin. Horace White Prof. Emeritus, Chemistry and Biochemistry
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- Hanson, Ellis, Ph.D., Princeton U. Assoc. Prof., English
- Harbert, Wayne E., Ph.D., U. of Illinois. Prof., Linguistics
- Harris, Robert L., Ph.D., Northwestern U. Assoc. Prof., Africana Studies and Research Center
- Harris-Warrick, Rebecca, D.M.A., Stanford U. Assoc. Prof., Music
- Hartill, Donald L., Ph.D., California Inst. of Technology. Prof., Physics/LNS‡
- Hartman, Paul L., Ph.D., Cornell U. Prof. Emeritus, Physics/Applied and Engineering Physics/LASSP*
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- Harwit, Martin O., Ph.D., Massachusetts Inst. of Technology. Prof. Emeritus, Astronomy/CRSR†
- Hassan, Salah, Ph.D., U. of Pennsylvania. Assoc. Prof., Africana Studies and Research Center/History of Art
- Hatch, Martin, Ph.D., Cornell U. Assoc. Prof., Music
- Hatcher, Allen, Ph.D., Stanford U. Prof., Mathematics
- Hay, George A., Ph.D., Northwestern U. Prof., Economics/Edward Cornell Prof. of Law
- Hayes, Donald P., Ph.D., U. of Washington. Prof. Emeritus, Sociology
- Haynes, Martha P., Ph.D., Indiana U. Prof., Astronomy/NAIC†
- Heckathorn, Douglas D., Ph.D., U. of Kansas. Prof., Sociology
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- Henderson, John S., Ph.D., Yale U. Prof., Anthropology
- Henley, Christopher L., Ph.D., Harvard U. Assoc. Prof., Physics/LASSP*
- Herrin, W. Lamar, Ph.D., U. of Cincinnati. Prof., English
- Herring, Ronald, Ph.D., U. of Wisconsin at Madison. Prof., Government
- Herter, Terry L., Ph.D., U. of Rochester. Prof., Astronomy/CRSR†
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- Hildebrand, George H., Ph.D., Cornell U. Maxwell M. Upson Professor of Economics and Industrial Relations Emeritus, Economics/Industrial and Labor Relations
- Hilgartner, Stephen, Ph.D., Cornell U. Asst. Prof., Science and Technology Studies
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